DOCUMENT RESUME

ED 262 375 CS 008 151

TITLE	Mission Possible: Handling Reading Problems in the Regular Classroom. 1st Edition.
INSTITUTION	Oklahoma State Dept. of Education, Oklahoma City.
PUB DATE	85
NOTE	258p.; Prepared by Reading Section.
PUB TYPE	Guides - Classroom Use - Guides (For Teachers) (052)
EDRS PRICE	MF01/PC11 Plus Postage.
DESCRIPTORS	Content Area Reading; Elementary Education; Instructional Materials; Language Experience Approach; Phonics; *Reading Comprehension; *Reading Diagnosis; Reading Difficulties; Reading Improvement; *Reading Instruction; Reading Processes; Reading Programs; Reading Strategies; *Student Motivation; *Teaching Methods; *Vocabulary Development
IDENTIFIERS	Dolch Basic Sight Vocabulary

ABSTRACT

Intended for reading teachers, this resource book provides a variety of practical suggestions and materials for motivating students to read. Chapter one deals with removing roadblocks to reading, including such things as low expectations, a poor self-concept, lack of self-control, lack of flexibility, and lack of time and of interest. Chapter two deals with reading diagnosis. It contains a definition and discussion of diagnosis; an informal reading inventory; information about efficient record keeping; physical screening checklists; and practical teaching suggestions for the visual, auditory, and kinesthetic learner. Chapter three discusses the sight, phonics, and multisensory methods of teaching reading as well as the language experience, linguistic, and shared book experience approaches. Chapter four covers vocabulary development, clues for teaching vocabulary, sight vocabulary, word identification skills, word meanings, and language development. Chapter five focuses on factors influencing comprehension and how to teach it, while chapter six deals with teaching students to read content area text books and discusses strategies for helping students with the text and for motivating them. The appendix contains the Jordan Oral Screening Test, a list of commercial informal reading inventories, the Jordan Auditory Screening Test, a scale and materials to determine a child's instructional level of reading, the Dolch Basic Word Lists--for teachers and students, instructions and material for teaching reading with the first 300 of 3,000 high frequency words, and a bibliography. (EL)

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Mission Possible

Handling Reading Problems in the Regular Classroom

1907

Prepared by
Reading Section

1st Edition

Oklahoma State Department of Education
John M. Folks, State Superintendent
Oklahoma City, Oklahoma
June, 1985

CS008151

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Foreword

A wise teacher was heard to say, "If what you've done doesn't work, do something different. Try everything you know. When you find something that works, don't hesitate, use it!"

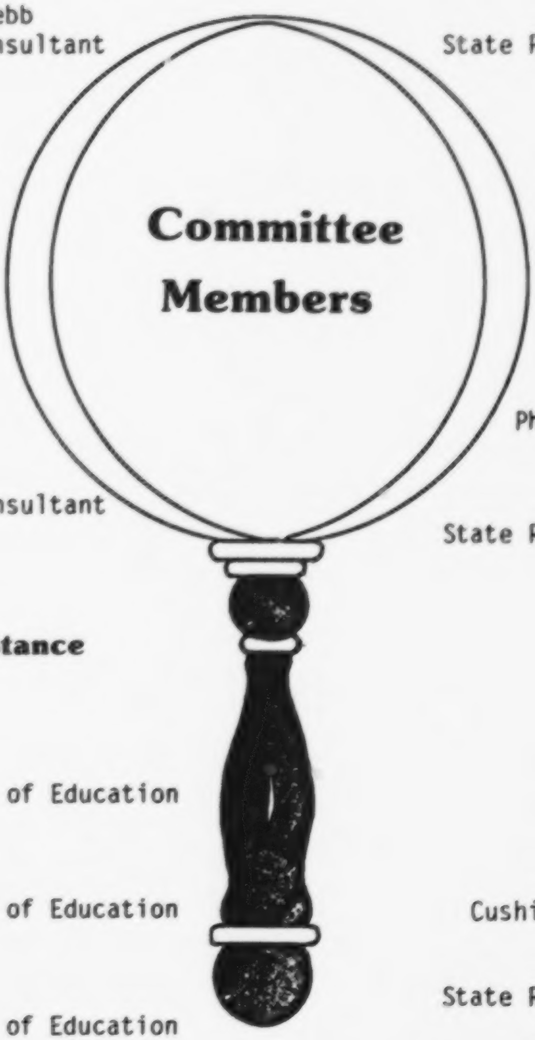
The purpose of this resource guide is to help teachers by providing a variety of approaches, methods and viewpoints so that the "something different" will be available. As a professional, the teacher will desire to make instructional decisions in a systematic, diagnostic manner.

John M. Folks

John M. Folks
State Superintendent

Acknowledgements

Dee Dee Mundell, Chairman
State Reading Consultant
Laverne, Oklahoma



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The Mission Before Us

Why do some children have difficulty with reading?
What can we do about it?

There is a saying, "If you aren't confused, you don't understand the issue." The subject of reading problems is an intensely complex issue.

During the past several decades we have been deluged with sure-fire, "scientifically proven" remedial programs. We have been assured of the effectiveness of holistic programs, decoding programs, linguistic programs, perceptual-motor programs, multisensory programs, diets, mega-vitamins, exercises and machines. One teacher was known to group students by astrological signs; another to have students practice meditation, and a chiropractor in Houston developed a large following by treating reading problems with spinal adjustments.

Amidst this torrent of "successful" programs, we can be assured of only a few truths..............

1. Problem readers continue to be with us in large numbers.
2. Almost every remedial approach will be successful with some children.
3. For some students, no program will work as well as desired.
4. The burden of coping with problem readers increasingly rests with the classroom teacher.
5. The task of the classroom teacher is two-fold:
    --- attempts must be made to correct the reading difficulty.
    --- in the face of reality, the teacher must also assure that in spite of reading problems, a student will learn enough to be a self-sufficient, productive and an adjusted citizen.

An average teacher learns how to teach reading. The successful teacher, through searching, has uncovered MANY WAYS of teaching reading.

TABLE OF CONTENTS

I. ROADBLOCKS TO READING

Removing Roadblocks to Reading 3
  Low Expectations 4
  Poor Self-Concept 5
  Who Is In Control? 8
  Record Keeping Charts 9
  Lack of Flexibility 14
  Lack of Time 16
  Lack of Interest 17
    Reading Interest Inventory - Lower Grades 19
    Reading Interest Inventory - Upper Grades 20
    Motivating Love of Reading 21
  Book Reports 23

II. DIAGNOSIS

Who's Who? Who's Where? Where Do We Put Them? 35
Analyzing Achievement Tests 37
  Screening 37
  Grade Equivalent Scores 40
  Using Percentiles for Classroom Screening 42
Informal Reading Inventory 43
Efficient Record Keeping 46
Physical Screening 47
  Vision 47
  Hearing 50
Learning Styles and Reading 52
  Visual 54
  Auditory 56
  Kinesthetic 58

III. METHODS OF TEACHING READING

Sight Method or Look Say 64
Phonics Method 65
Language Experience Approach 66
Linguistic Approach 69
Multisensory Method 70
Shared Book Experience 72

IV. VOCABULARY DEVELOPMENT

Vocabulary 77
Clues for Teaching Sight Vocabulary 78
Clues for Teaching Vocabulary 82
  Which Words to Teach? 83
  Strategy for Teaching Vocabulary Words 85
  Practice Ideas to Reinforce New Vocabulary 87

Clues to Teaching Word Identification Skills ....

  Clues to Teaching Phonics as a Word Recognition Skill 90
    Phonics Activities 93
  Clues to Teaching Structural Analysis 106
    Structural Analysis Activities 108
  Clues to Teaching Context Clues 116
    Context Clues Activities 120
Clues for Teaching Word Meanings 122
  Synonyms Activities 123
  Multiple Meanings Activities 126
  General Ideas for Vocabulary Development 135
Clues to Language Development 140
  Word Walls 141
  Sensory Awareness Using Pictures 142
  Word Pyramids 144
  Reading Aloud 145

V. COMPREHENSION

Factors Influencing Comprehension 150
How To Teach Comprehension 156
Desirable Teaching Behaviors 159
Decoding + Comprehension = Reading Right From the Beginning 161
Strategy for Answering Lower-Level Questions 162
Strategy for Answering Inference Questions 164
Mental Imagery 165
Teaching the Main Idea 172
Teaching Sequence 175
  Signal Words 176
Reading By Phrases 179
Visual Aids To Comprehension 182

VI. CONTENT AREA SURVIVAL

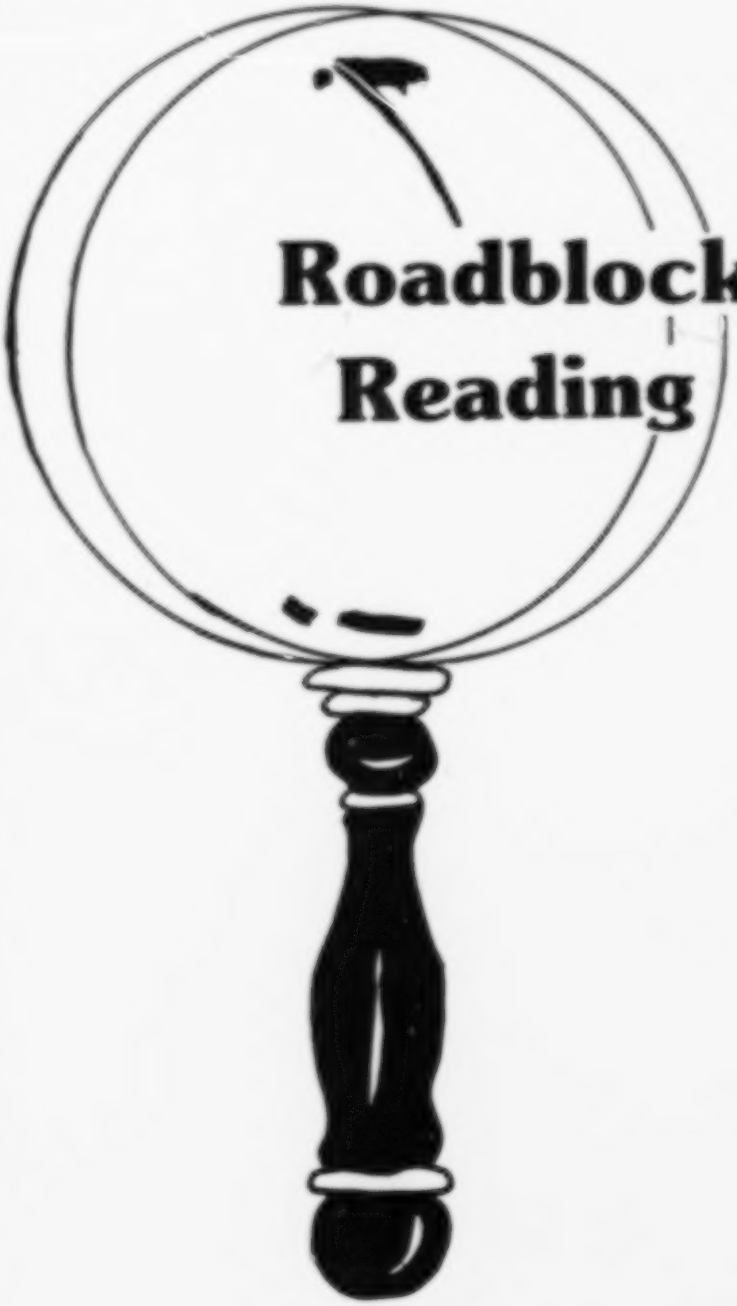
How to Begin to Help Students With Reading Problems 187
How to Help Students With The Text 187
  Color Coding Textbooks 188
  Study Guides 188
  Textbook Trackdown 190

- How To Motivate and Involve Readers In The Text 194
  - Before Reading 194
    - Expectation Outline 195
    - Introduce Vocabulary 198
    - Setting Purposes 199
    - Prediction Guides 199
  - During Reading 202
    - Revised SQ3R 203
    - Outline 205
  - After Reading 206
    - Student Response Cards 206
    - Additional After Reading Suggestions 207
- Reading ≠ Math 209

VII. TEXT APPENDIX

- Informal Reading Inventory 213
  - JOST (Jordon Oral Screening Test) 216
  - Commercial Informal Reading Inventory (list) 236
- JAST (Jordon Auditory Screening Test) 237
- Finding The Students' Instructional Level of Reading by Their Recognition of the 220 Dolch Basic Sight Word List 238
- Teaching Reading With the 3000 Instant Words 255

BIBLIOGRAPHY 261



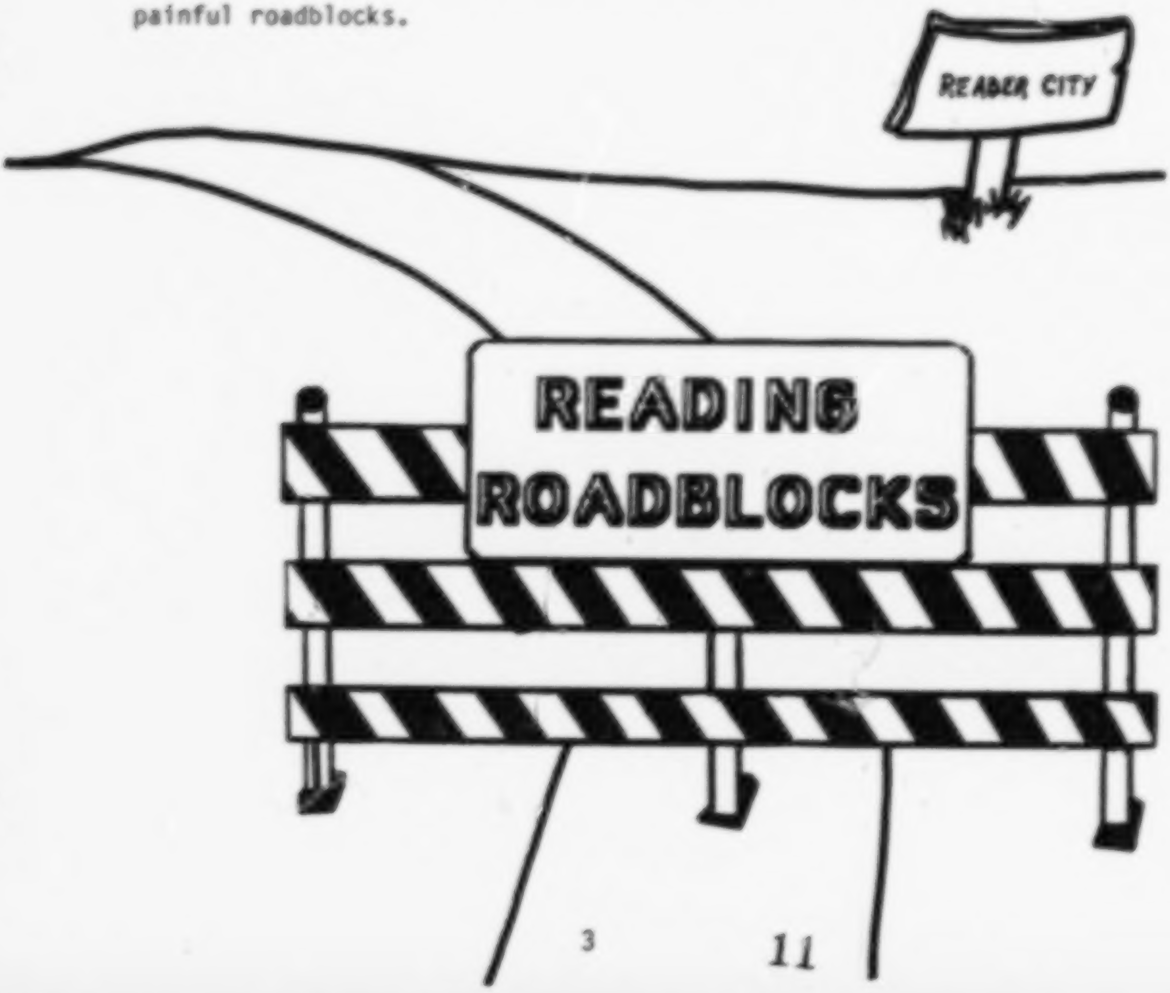
Roadblocks to Reading

Removing Roadblocks to Reading

The best materials and lesson plans in the world will not help the student who has negative, painful associations with reading.

For many years educators have recognized that a student's attitude towards reading may be more important than methods or materials. While many of the attitudes have been formed prior to the school years, teachers play a critical role. What does it profit students to learn phonics rules if they lose their desire to read?

With students' reading problems, the teacher must work hard at removing painful roadblocks.



LOW
EXPECTATION

One very fundamental and possible roadblock to reading is expectation. Research has established that simply asking a preschool child whether or not he or she will be a good reader is as good as, if not better than, most readiness tests in predicting later reading achievement. Ability to read does frequently become a self-fulfilling prophecy. Following are some suggestions which might be implemented by classroom teachers:

1. Avoid suggesting to any student that you do not really expect good reading(i.e., child is learning disabled therefore...).
2. Frequently refer to all students as "readers." Say to them, "How is my reader (writer, mathematician etc.) this morning?"
3. Bring male readers into your classroom. Many of your poor readers will be boys and many will lack male role models who read. Try to find nonschool males; bus drivers, farmers, policeman, etc. Perhaps you can persuade a high school sports hero to come into your room to read.

Reader Under
Construction

POOR
SELF-CONCEPT

A potential roadblock to reading is self-concept. Most good readers have a strong positive ego. Conversely, most poor readers do not think much of themselves and are defeated by their mistakes.

How the teacher reacts to mistakes is critical. The following guidelines are suggested:

1. Protect the poor reader from overreaction to making mistakes. Allow the child to have practice time before public reading. No surprises for this child, please.

2. What happens when a student makes an oral reading error or gives a wrong answer???

   Frequently the class laughs or yells out the correct answer. Unintentionally, teachers may condone this behavior in their eagerness to hear the correct word. This often includes rewarding the child who interrupts with the right answer with a smile and a "that's right." The poor reader's ego is crucified when this happens.

   Let your class know, in a convincing fashion, that you do not laugh at mistakes and that you do not even hear correct answers given out of order.

3. Sometimes it is the teacher who nervously jumps in with the correct word or answer. When students realize that you are in a hurry and will do the work for them, you will get the "forehead syndrome." Those who work with poor readers recognize this teacher-induced malady. The student comes to a difficult word or question and simply stops reading. Next the student looks up at the teacher's forehead, awaiting the answer. Allow the disabled student to have time to struggle and expect the student to work over the task.

4. Teachers must encourage children to work hard at reading. If a wild guess is made, simply say, "Read the rest of the sentence." It might help focus attention to have the student spell the word aloud to you. Be prepared to wait, and wait, and wait. Reading is hard work. Let your patience force the student to do the work.

   Give the student "think time." Teachers usually allow a student they think does not know the answer 2 seconds to respond. They give a student they think does know the answer 8 seconds or more.

5. How should you handle wrong answers???

   Don't let the student off the hook with a thoughtless wrong answer or an "I don't know." Ask the student, "How did you go about finding the answer?" "What are you looking for?" These are questions which help the student learn how to think. More importantly, your continuing patience is forcing the student to expend effort.

If a student has struggled and been successful, it will be the success that is remembered, not the ego-shattering rescue by other students or the teacher. Be a patient teacher of disabled readers.

Be sure you convey to the child that his/her self-worth is not dependent upon reading performance. Research indicates that many children perceive that teachers do not like poor readers as persons. Let your disabled readers know that you value them.

If a child is suffering ego-hurt through reading, there must be some compensation.

1. Find something in your classroom which the student can do and heap on the praise.

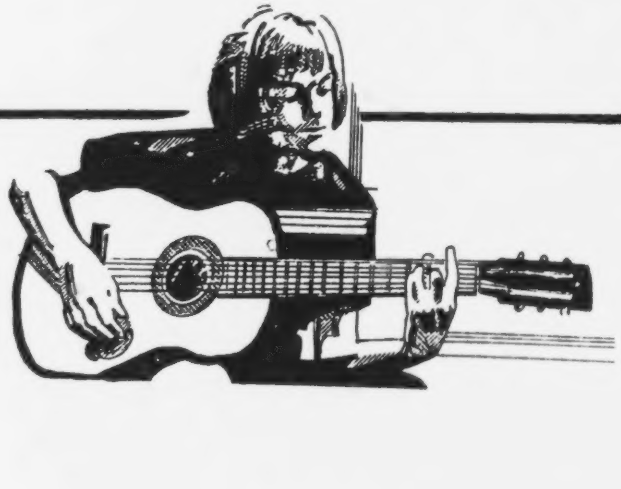
2. Encourage parents to make sure that the poor reader excels at something--sports, art, music, church or service club work. Private lessons in something of this "nonschool" nature may produce better long-term results than an equal amount of money spent on a private tutor or clinic for reading.

Michael Read More

Michael is a fourth grade boy with a visual-motor disability which makes reading very difficult. While Michael's friends are playing, he is home practicing reading. His parents have hired a tutor whom they can ill afford. This "sacrifice" is mentioned frequently to Michael. Last summer was spent at a college clinic. He has reading with his class, he goes to learning disabilities resource room for special reading while his class is at P.E. and music. Then he spends half an hour during science and social studies periods practicing reading with a Chapter I teacher's aide.

A bad attitude towards books, reading, and school has developed.

SUGGESTION: Ease up! Give Michael time to develop a skill in something else. Find something he can do and give him lots of praise!!



WHO IS
IN CONTROL?

Still another roadblock in reading is the question of Who is in Control? Good readers have been found to have an internal locus of control. They believe that what they do controls what they learn and achieve. They see themselves as participants and masters in the act of learning.

Typically, the poor reader has an external locus of control. This student believes that outside forces--the teacher, for instance--are in control of what is learned. The parent of this child is frequently unsuccessful in life for the same reason, always blaming failure upon external forces: the president, the county or state government, the lousy boss, the husband or wife, etc. Never is the responsibility for success or failure personally accepted.

In the classroom, this learned external-blame pattern is clearly seen in excuses. Things don't get done because of the student in the next desk, little brother, the bad weather or the big, bad wolf. Usually it is the teacher's fault.

Locus of control is a learned behavior and can be changed. Little learning will take place until the student accepts responsibility for what is happening. The following teacher behaviors may help:

1. Have the student do some record keeping. Students can record and graph such things as: time spent reading, test scores, words learned.

Name Jeff **Date** November 3

Work To Do	**M**	**T**	**W**	**TH**	**F**
Basal Reader	Read p.143-148	p.149-154		p.154-160	Review Story
Reading Workbook	pg.60		p.61+62		
Seatwork	Spelling pg.38	Practice Page	Crossword Puzzle	Spelling p.39	Vocab. Page
Reading Kit	Purple 1card				Purple 1card

Name________________ **Date** ________________

Work To Do	**M**	**T**	**W**	**TH**	**F**
Basal Reader					
Reading Workbook					
Seatwork					
Reading Kit					

RESPONSIBILITY RECORD

	M	T	W	TH	F	TOTAL
BEING PREPARED FOR CLASS						
APPROPRIATE BEHAVIOR						
FOLLOWING DIRECTION VERBAL & WRITTEN						
RETURNING BOOK OR MATERIAL TO CORRECT PLACE AND IN ORDER						
WORK COMPLETED						
NEATNESS & THOROUGHNESS IN WORK						

Put a ✓ in each box if you have shown the responsibility for the item. Each check is worth **2 BONUS POINTS.**

NAME
Christie

SIGHT VOCABULARY GRAPH

this	the	was	some	what					

WORDS I CAN SAY IN "A SNAP"

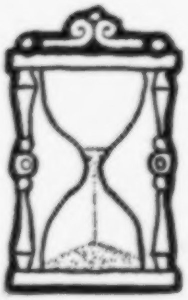
NAME ____________________

SIGHT VOCABULARY GRAPH

WORDS I CAN SAY IN "A SNAP"

2. Reward for effort and progress. The lesson must be within the possibility of success and completion. Students must believe that they can please you before they will make an effort. Gradually the teacher can ask for more and more, with students beginning to realize that effort on their part leads to improvement.

Rewards



1. Be the first in line
2. Get a surprise from the prize box
3. Watch the fish in the aquarium
4. Be a leader for an activity
5. Use an egg timer
6. Get your papers checked first
7. Ten minutes of free time
8. Ten minutes of chat time with the teacher (perhaps during recess duty)
9. Go to another class or office to read
10. Help partner teacher for awhile
11. Work at the teacher's desk
12. Free time pass

21

What works in teaching inflexible children? Here are a few suggestions:

1. They should have a very structured environment, work with only one reading program and as few teachers as possible. If the remedial teacher is using a method which is philosophically different from that used in your classroom, the child may become confused.

2. Highly structured reading approaches usually work best. They are predictable and provide the safety and security which inflexible children need.

3. The long-term success depends on careful instruction which encourages flexible thinking.

   a) Have regular oral drill which discusses words with multiple meanings.

   b) Have oral work which asks, "How else could this be said?"

   c) Discuss questions for which there is not one and only one correct answer. (What would you do if...)

   d) Help students learn to be flexible in word attack. If unsuccessful in decoding a word at first ("something" = "so/met/hing"), help them learn to try again ("something" = "some/thing"). Teach the student to use the largest helpful elements in words: common prefixes and suffixes, root words, compound words.

Help these students feel safe with taking risks.

LACK OF TIME

Lack of time may be a serious roadblock. Poor readers may come from noisy, disruptive homes where reading is not valued. School is no better because there is so much seatwork. When does a child have time to read?

Specific time should be scheduled for recreational reading--daily, if possible. This can be accomplished by adopting a DEAR (Drop Everything And Read) Program. The Oklahoma State Department of Education resource guide, *Principal-Reading, "The Vital Connection,"* pages 232-244 has detailed suggestions and sample letters to parents to assist you in getting started.

Many times we as teachers feel guilty "giving" time for free reading. Instead, we feel we should be teaching more reading skills. This should not be the case. Proficient reading like any other skill requires lots of practice. Much time is spent teaching students HOW to read, but very few opportunities are given for students to practice and enjoy reading.

STOP THE CLOCK!

Lots of EASY reading makes reading EASY!

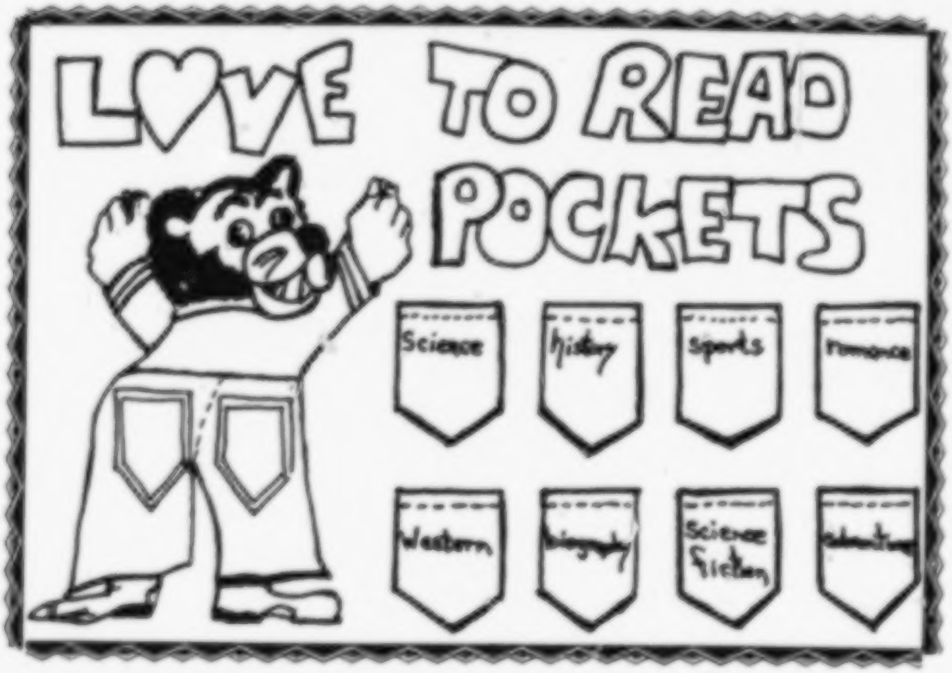
LACK OF
INTEREST

Students who do not know what they want to read--will not read. Here is how you can help:

1. Help kids discover what types of books or what subjects interest them. See the inventories on the following pages.
2. Advertise all kinds of literature. Enthusiasm is contagious!
   + Tempt kids with the grabber passages found on the back of books.
   + Tell them a little about good books they might want to read.
   + Read the first part of a book then set it aside for those who "want to see what happens."
   + Have eye-catching book displays.
3. Probably the best way to help kids discover the excitement and enjoyment of books is by regularly reading aloud. This is for students of all ages. Successful teachers know that reading aloud is essential, not optional!

4. A "Love to Read" Bulletin board lets everyone find out the diverse reading interests in your class.

Motivating Love of Books


LOVE TO READ
POCKETS
Science
history
sports
romance
Western
biography
Science Fiction
adventure

INSTRUCTIONS: Place a colored sheet of paper in a pocket for each type of book read (Red - Super, Blue - Good, Yellow - OK). Give browsing time or ask if a student would share a few comments about certain books with the class. In this way you can promote the reading of different kinds of literature.

Lower Grades

READING INTEREST INVENTORY

Name____________ Grade___ Teacher_____________ Date_____

☺ ☹ 😐

1. Do you like to listen to stories?
2. Do you like to read books at home?
3. Do you like
    - stories about animals?
    - stories about Indians?
    - stories about presidents?
    - funny stories?
    - sad stories?
    - space stories?
    - sports stories?
    - western stories?
    - joke and riddle books?
    - make-believe?
    - facts?
4. Do you like to read comic books? the funny papers?
5. Do you check out books from the library?
6. Do you want to read about new places and new people?
7. Do you think you will like to read when you are older?
8. Do you like to read aloud?

FROM: Metamorphosis: Challenging the Gifted Reader, Oklahoma State Department of Education, Resource Guide, 1982, p. 5.

Upper Grades

READING INTEREST INVENTORY

Name________________ Grade___ Teacher____________ Date______

Indicate your answer by circling the appropriate number beside each item.

	very little				very much
1. How much do you like to read?...	1	2	3	4	5
2. Do you enjoy reading about......	1	2	3	4	5
a. adventure..................	1	2	3	4	5
b. animals....................	1	2	3	4	5
c. biographies................	1	2	3	4	5
d. comedy.....................	1	2	3	4	5
e. fine arts..................	1	2	3	4	5
f. history....................	1	2	3	4	5
g. mystery....................	1	2	3	4	5
h. romance....................	1	2	3	4	5
i. science....................	1	2	3	4	5
j. science fiction............	1	2	3	4	5
k. sports.....................	1	2	3	4	5
3. How often do you read...........	1	2	3	4	5
a. comic books................	1	2	3	4	5
b. encyclopedias..............	1	2	3	4	5
c. library books..............	1	2	3	4	5
d. magazines..................	1	2	3	4	5
e. newspapers.................	1	2	3	4	5
f. paperback books............	1	2	3	4	5
g. textbooks..................	1	2	3	4	5
h. TV schedules...............	1	2	3	4	5
4. How often do you read these parts of a newspaper...					
a. comics.....................	1	2	3	4	5
b. editorials.................	1	2	3	4	5
c. news.......................	1	2	3	4	5
d. society....................	1	2	3	4	5
e. sports.....................	1	2	3	4	5

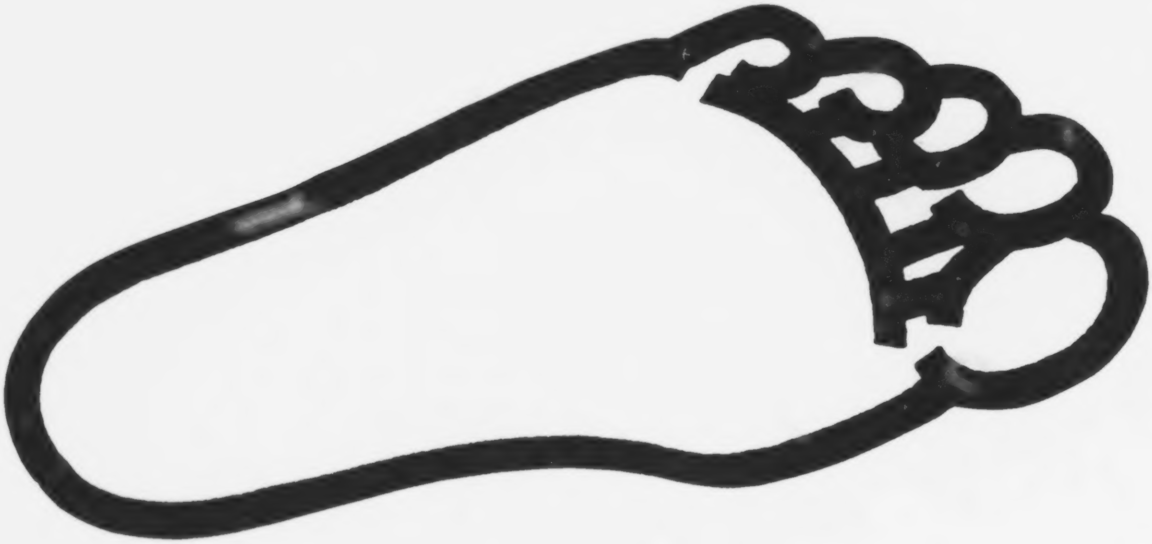
5. What are the titles of several books you have really enjoyed reading?
6. Have you ever read a book you didn't like? If so, what?
7. If you were writing a book, what would the title be?
8. What is your favorite school subject? least liked subject?

FROM: Metamorphosis: Challenging The Gifted Reader, Oklahoma State Department of Education, 1982, p. 6.

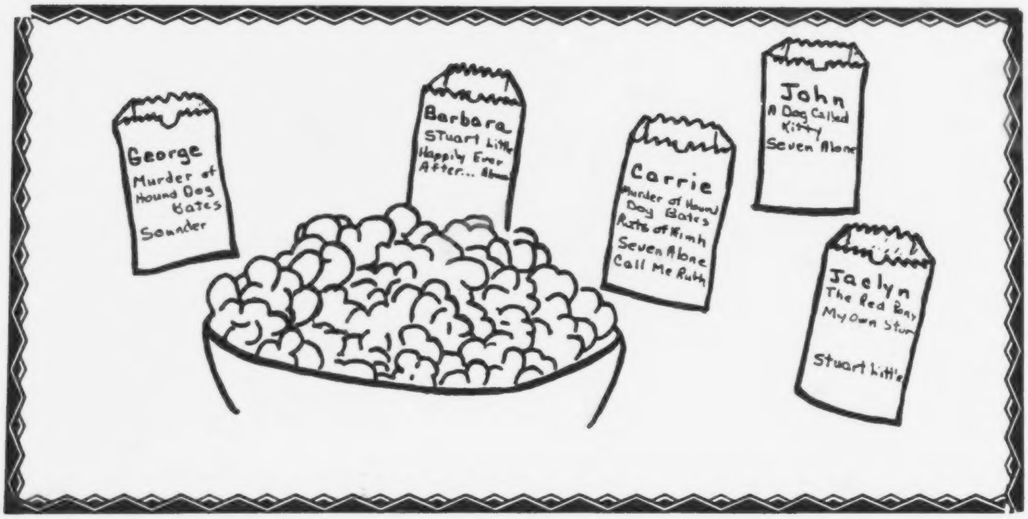
MOTIVATING LOVE OF READING ... or at least getting them to read...

CONTESTS! CONTESTS! CONTESTS!

+ For every book the student reads he puts a footprint in a path around the room or even around the school.

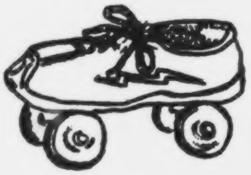


+ The promise of a special party will really set your students "popping" when it comes to encouraging them to read. Each student is asked to read at least five new books and to record the titles of the books on his or her own paper "popcorn" bag. The bags are stapled to a bulletin board that invites the student to a **"Popcorn Book Party"** at the end of the month. On party day, games about authors, book titles, and characters are played, and the students' bags are filled with popcorn.

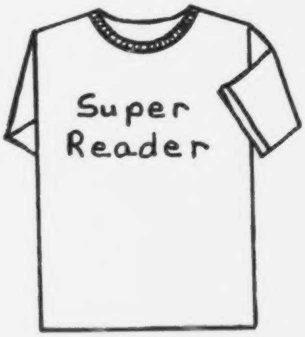

George
Murder of Hound Dog Bates
Sounder
Barbara
Stuart Little
Happily Ever After... Almost
Carrie
Murder of Hound Dog Bates
Ruths of Kimh
Seven Alone
Call Me Ruth
John
A Dog Called Kitty
Seven Alone
Jaelyn
The Red Pony
My Own Story
Stuart Little

BEST COPY AVAILABLE

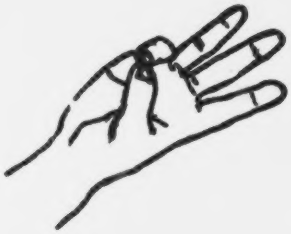
- Read N Roll - during the month of January, students who read a set number of books are treated to a Skating Party.



- The student wins a T-shirt when he reads 25 books. For each additional 5 books read a star is added on the back.



Do your kids select books that are too difficult for their reading level? Teach them the "Rule of Thumb" or "Hand Test". Have them turn to a page in their chosen book and begin to read. For each word the student cannot figure out, he or she puts down one finger on his/her hand. If the student makes a fist before finishing the page, the book is too hard for the student to read independently. Suggest that the student choose another book instead.



BOOK REPORTS

Book reports can kill the desire to read. There is certainly a time and a place for book reports. But many a poor reader would have read more if he or she had not been expected to fill out a form, draw a picture, or give a presentation for every book read. Children need the chance to read for sheer enjoyment without any strings attached.

For the books that are to be reported, try giving alternative activities. Then the student can choose the one that is the most appealing.

PRIMARY

CHOOSE YOUR OWN REPORT

Your name__________________________________

Name of book__________________________________

Name of author__________________________________

- Select and practice an interesting part of your book to read to the class.
- Choose one sentence from the story and illustrate it.
- Tell the funniest, saddest, happiest, or most exciting part of your story.
- Have a conference with your teacher and tell the who, what, where, when, why and how of the story.
- Make a bookjacket or mobile for your book.
- Fill out a book report form.

INTERMEDIATE

CHOOSE YOUR OWN REPORT

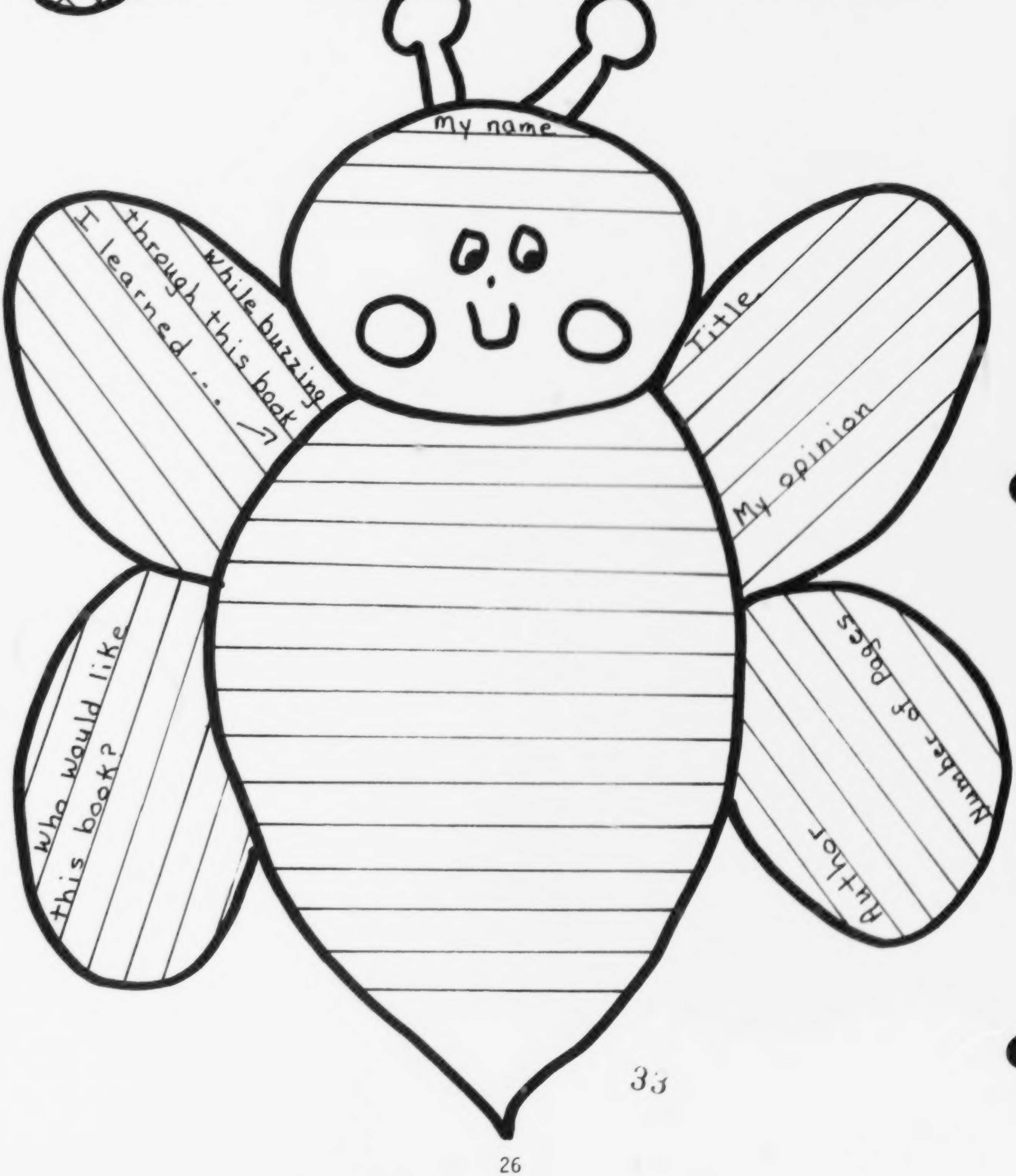
Your Name ____________________

Name of book ______________________________

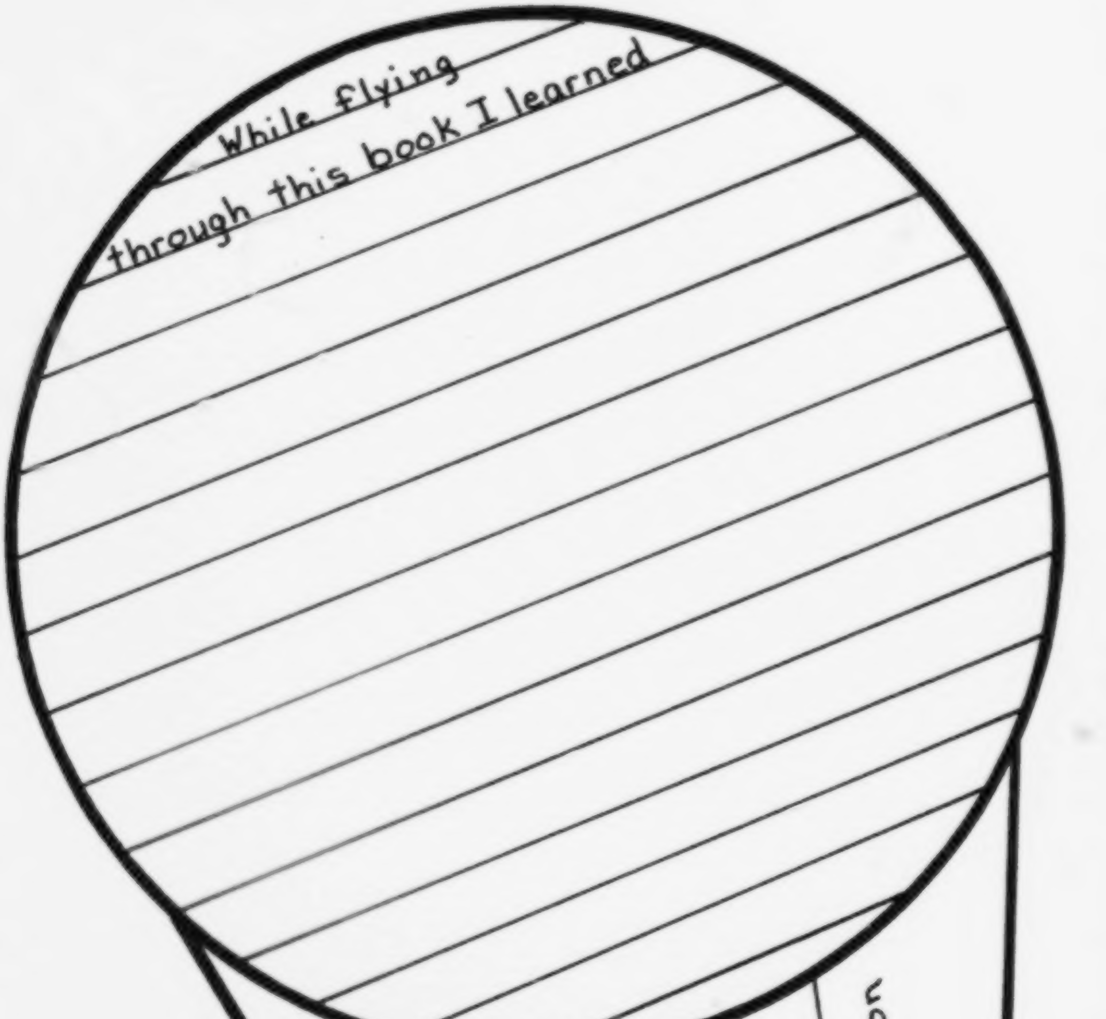
Name of author ______________________________

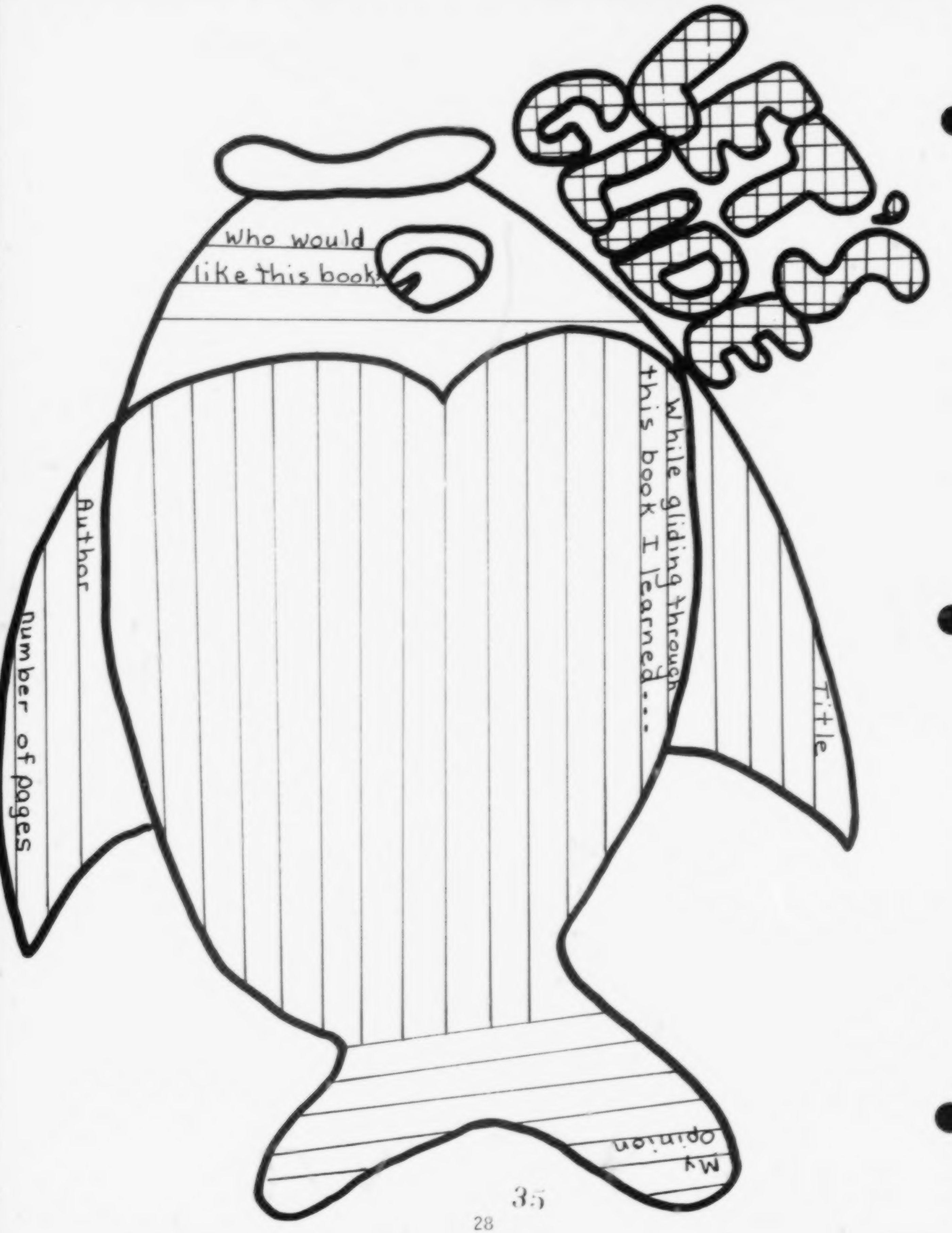
- Write a note to a friend and tell what you did or did not like about the book.
- Draw a map locating the places mentioned in your book.
- List five adjectives for each of the main characters in your book.
- Pretend you are a character in the book. Write about what happened to you after the story ended.
- Draw a series of pictures sequencing the events in your story.
- Write a different ending for the story.

LET'S BUZZZ


My name
While buzzing through this book I learned . . .
Title
My opinion
Who would like this book?
Number of pages
Author

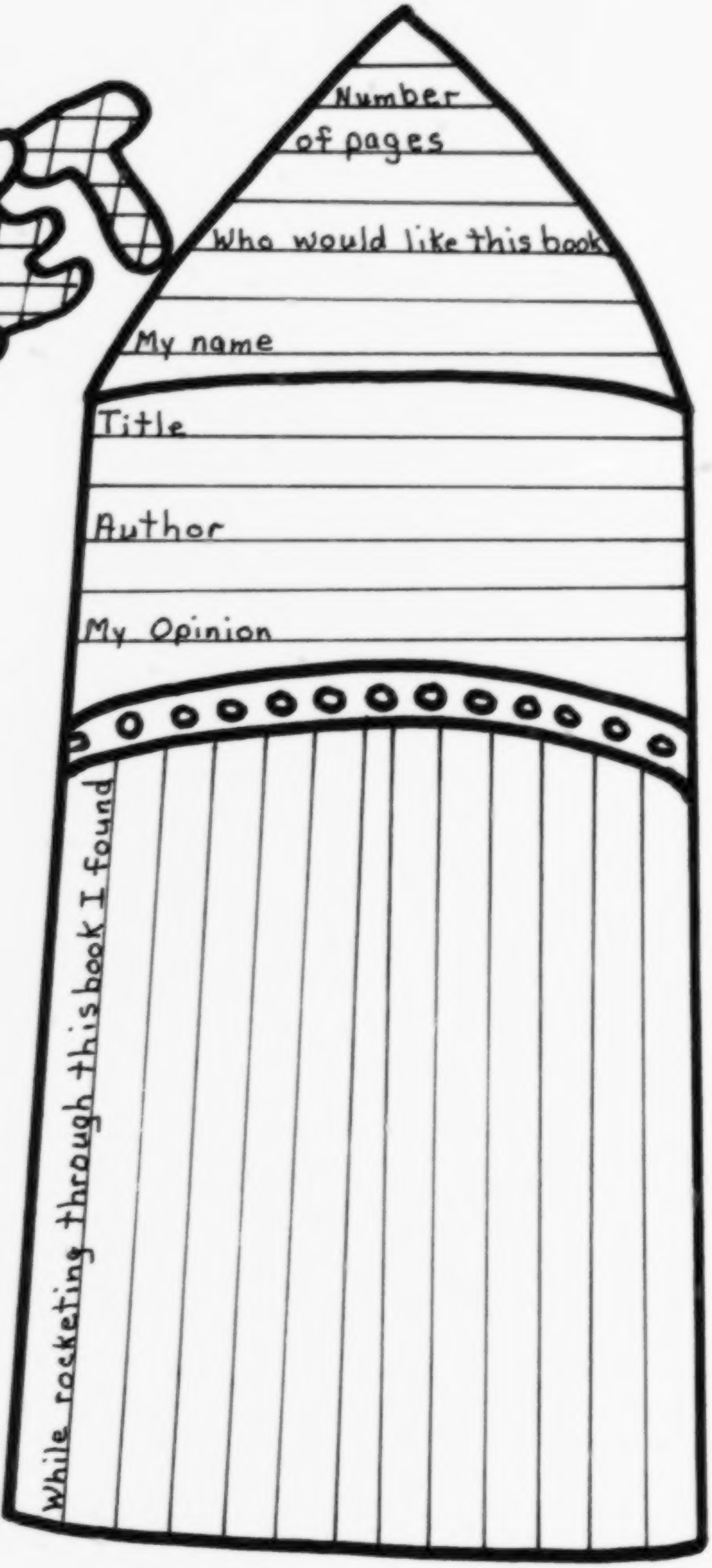
LET'S FLY


While flying
through this book I learned
My name
Number of pages
My Opinion
Title
Author
Who would like this book?



LET'S GLIDE
Who would like this book?
While gliding through this book I learned...
Title
Author
Number of pages
My opinion

LET'S ROCKET



Number of pages

Who would like this book

My name

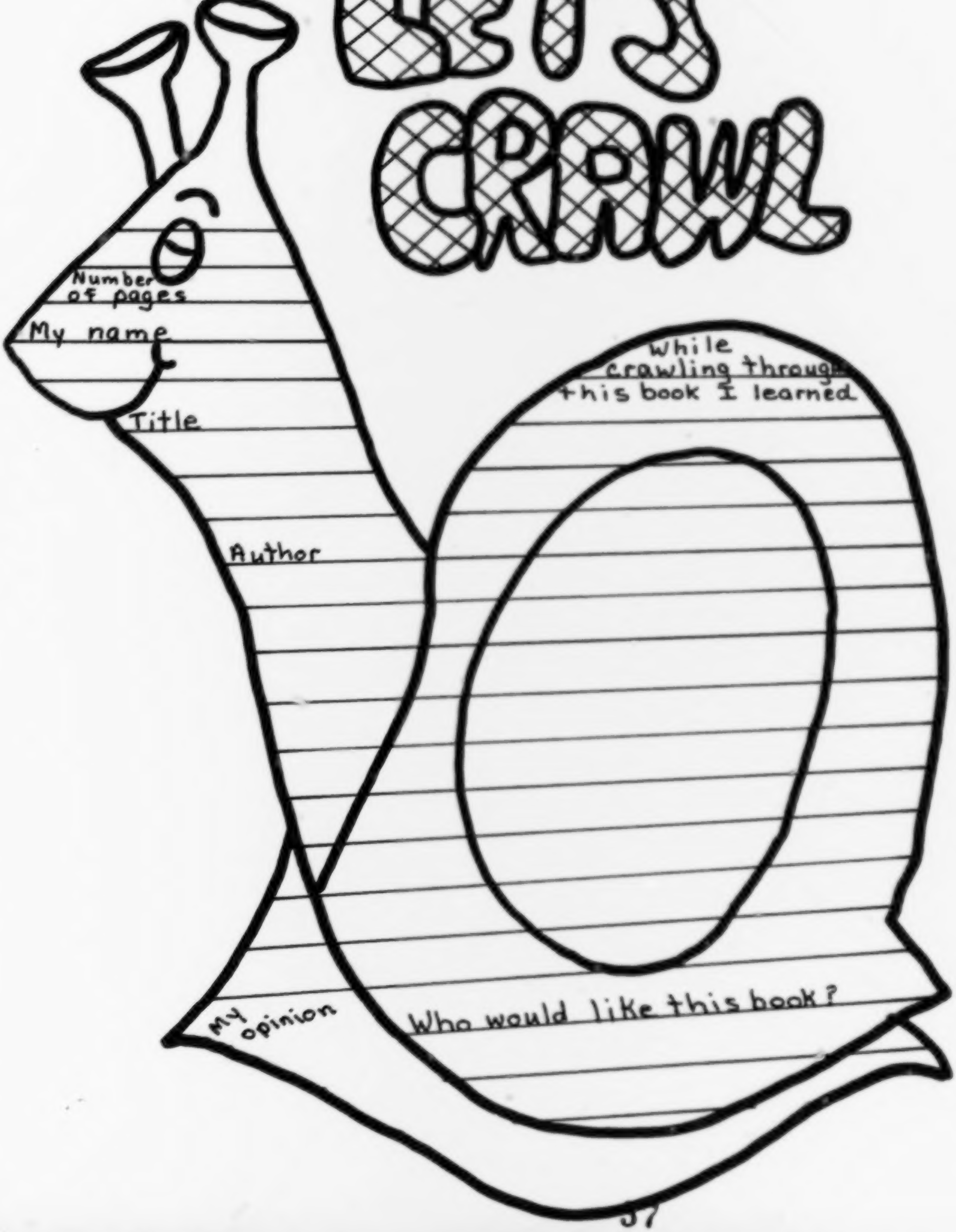
Title

Author

My Opinion

While rocketing through this book I found

LET'S CRAWL



Number of pages

My name

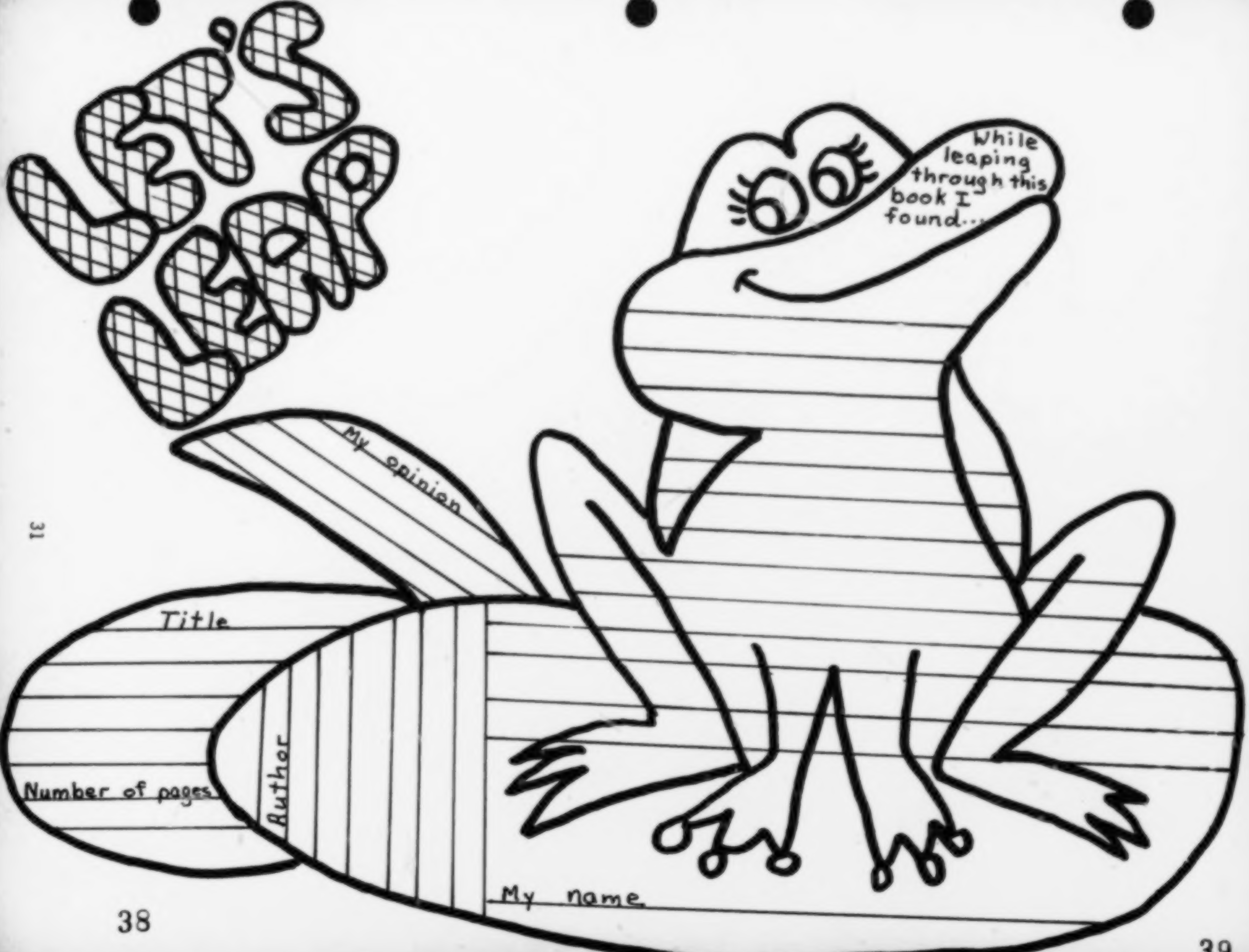
Title

Author

While crawling through this book I learned

My opinion

Who would like this book?


LET'S LEAP
While leaping through this book I found...
My opinion
Title
Number of pages
Author
My name

Diagnosis

Diagnosis

Who's Who? Who's Where?

Where Do We Put Them?

A simple answer to these questions is to place the student where that student can learn best.

History teachers often say that we must know where we've been before we can know where we are going. The same should be true of reading teachers. We must know where the student's been so that we can know where he/she should be going. What skills has this student mastered? What skills still need to be taught or retaught? The only way to know for sure is to test and retest. Observe and reobserve. Listen and relisten.

Diagnosis is no longer restricted to the educationally "sick". Rather, such diagnosis has become an intrinsic part of the teaching act for all learners. It is the starting point in effective teaching.

We can no longer tolerate wasting children's time by placing them at an inappropriate reading level.

WHAT IS DIAGNOSIS?

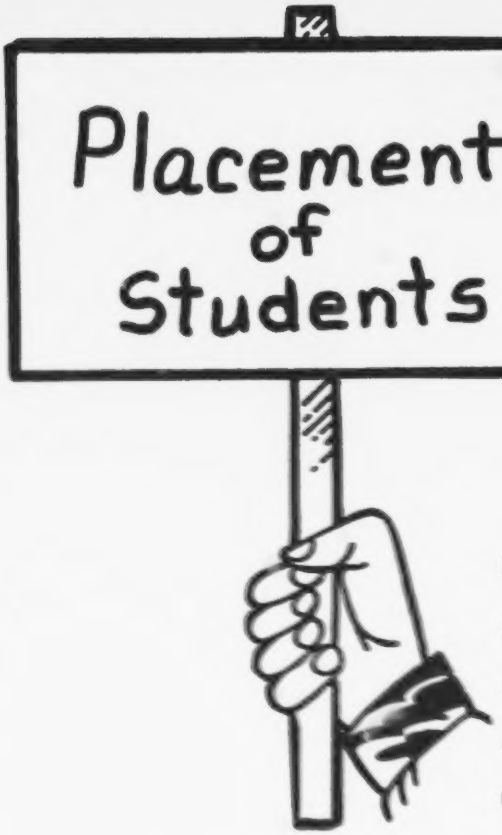
Diagnosis is a systematic and rational explanation of an individual's inability to make anticipated progress in learning to read. It is an interpretation of an individual's performance in reading and not merely an evaluation.

WHY IS DIAGNOSIS NECESSARY?

For effective instruction, diagnosis is needed to:

1. Take the guesswork out of skills development.
2. Plan instruction according to pupils' needs.
3. Provide a basis for forming reading groups.
4. Choose appropriate materials.
5. Show how individuals are growing.
6. Place new pupils correctly.

42



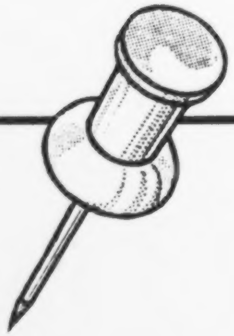
Analyzing Achievement Tests: Screening

Many schools give group tests to determine progress from year to year. The results of the reading sections of these tests can be used as a screening device to identify those students most in need of individual diagnosis.

Too often we use Grade Equivalent scores incorrectly. These scores should not be used for placement of the student in instructional reading material.

One has been led to believe that a child who earns a 3.6 grade equivalent score on a standardized reading test should be able to read at the third grade sixth month level.

THIS IS NOT THE CASE



CASE IN POINT

Mr. Onegroup was a teacher in a school that had one basal textbook for his class of 25 fourth graders. He had no idea how to group the students into 3 or 4 reading groups of 6 or 8 each. Had he looked at the SRA test results on file in the office, he would have known that his students ranged in reading ability from 01 percentile to 99 percentile on the composite reading scores. Poor man. He struggled for nine long miserable weeks trying to teach 25 individuals by one method on one reading level.

When Mr. Onegroup had removed much of his hair one handful at a time, he went for help. Ms. Quiet, who had most of his students the year before, quietly told him how she had grouped them.

> "First I looked at their SRA Percentile scores and tentatively arranged them into groups of the same reading ability. I then gave the class the reading inventory which came with the reading text. Now I had a pretty accurate instructional reading level for each student in the class and was able to make my initial placement in groups."

As a result of her placements:

-- the faster, better readers were now being challenged; they were no longer bored; they enjoyed reading.

-- the "on-level" students could now move at their own pace. They were no longer pushed too hard by the faster readers nor was their progress slowed by the lower group.

-- the slower or the disabled readers were no longer drowning in a sea of total frustration.

Ms. Quiet added, "I always keep in mind that children can and do change. When they change, so must I."

"Goodness! Isn't that a lot of testing and a waste of time?" asked Mr. Onegroup.

Quietly she responded, "Neither. It is time well spent. I am ready then to start teaching each child from the best of my ability to the best of his or her ability."

"Oh, thanks," mumbled Mr. Onegroup.

Nine weeks and three days after the start of school Mr. Onegroup began to show signs of regrowth of hair. The three reading groups were beginning to learn to read for the first time this school year. After a few more sessions with Ms. Quiet, he learned how to manage his classroom so that each child was working efficiently on his own level at his or her own rate.

All did not live happily ever after, but ever after all lived much happier.

GRADE EQUIVALENT SCORES

FACT:

Grade Equivalent (G.E.) scores are determined by administering a standardized test to large numbers of students who are selected to be representative of their particular grade level. If the test is administered in the sixth month of that third grade year, the average raw score attained is designated as G.E. score 3.6. Students who score lower or higher than that raw score will be assigned lower or higher G.E. scores. Some students may score so well on the test that they are assigned G.E. scores as high as fifth or sixth grade.

QUESTION:

Does this mean that these children can read at a sixth grade level? Are they ready for those sixth grade basal readers?

ANSWER:

NO! For the most part, these children will not have been exposed to the same materials that the average sixth grader will have and certainly will not have the experience or maturity which three more years will bring. The reverse is true, of course, of those children who score so poorly on the test that they score one or more years below their grade level placement. The third grader who earns a grade equivalent score of 1.6 on the same third grade test obviously has had more training and experience than the first grader who earns that score.

A grade equivalent score of 3.6 is the average score achieved in a national sampling of students in the sixth month of third grade, and does not say anything about what a third grade student should be able to do. It merely reflects what the "average" third grader scored on the test.

FACT:

Old habits are hard to break. As long as G.E. scores are available, teachers will continue to look at them. We must consider the G.E. score as the FRUSTRATION level of the student. Achievement tests are designed to determine the peak performance.

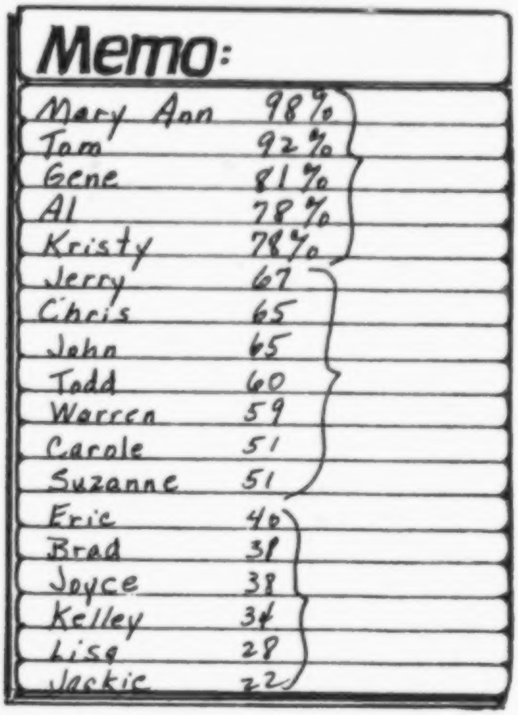
Grade equivalent scores can be anywhere from a year to a year and a half above the student's instructional reading level.

Using Percentiles For Classroom Screening

EXAMPLE:	Susie got a percentile score of 86 percentile.
QUESTION:	What does that mean?
ANSWER:	It means that her raw score is the same as, or better than 86% of the children her age and grade level. It does not mean that she got 86% of the test items correct.

Steps For Placement

1. List the percentile scores of all the students in your class from the highest score to the lowest score.
2. See how the scores fall into groups. How many groups are indicated by the range of the students' scores and the teacher's judgment.
3. Administer an Informal Reading Inventory as time permits. Give priority to those students who have the greatest needs. This will help pinpoint more closely your students' reading levels.



Memo:

Mary Ann	98%
Tom	92%
Gene	81%
Al	78%
Kristy	78%
Jerry	67
Chris	65
John	65
Todd	60
Warren	59
Carole	51
Suzanne	51
Eric	40
Brad	38
Joyce	38
Kelley	34
Lisa	28
Jackie	22

Informal Reading Inventory

An Informal Reading Inventory (IRI) is the most accurate method for the classroom teacher to use in placing students in appropriate reading materials. It often consists of a series of graded word lists and graded passages, followed by comprehension questions. The results will indicate the student's independent, instructional, and frustration reading level.

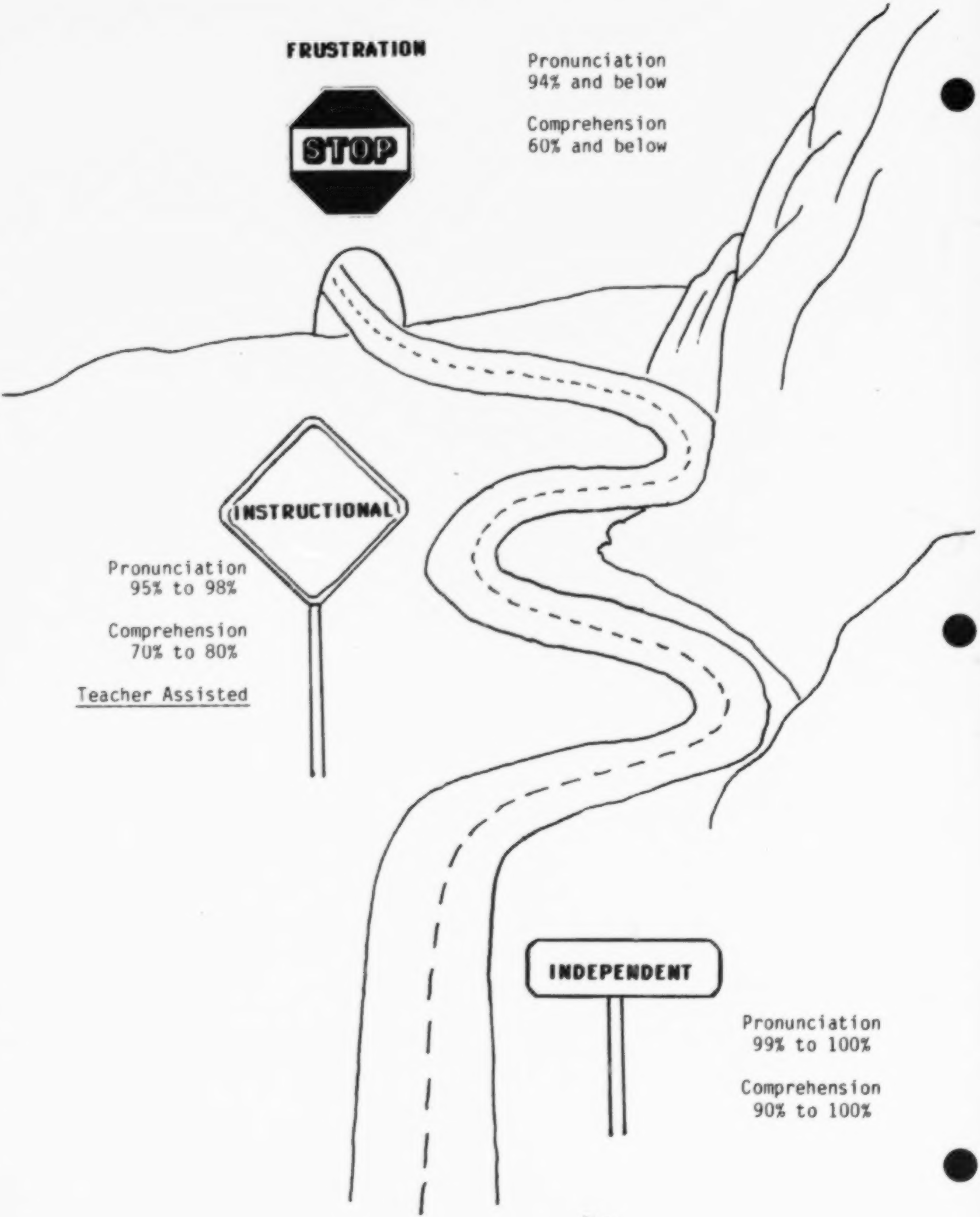
QUESTION: Where do I get an IRI?

ANSWER:

1. Many basal reading series have IRI's that correlate with their texts.
2. Commercial IRI's are available. See the Test Appendix of this guide for a list with addresses.
3. A complete IRI is also provided for your convenience in the Test Appendix.

The Steps for Placement on the preceding page will provide a starting point for instruction. Further analysis of the errors from the IRI can provide information concerning the students' strengths and weaknesses in word attack and comprehension skills.

Keep in mind the students' reading levels will change. Periodic reevaluation is recommended.


FRUSTRATION
STOP
INSTRUCTIONAL
INDEPENDENT

Pronunciation
94% and below

Comprehension
60% and below

Pronunciation
95% to 98%

Comprehension
70% to 80%

Teacher Assisted

Pronunciation
99% to 100%

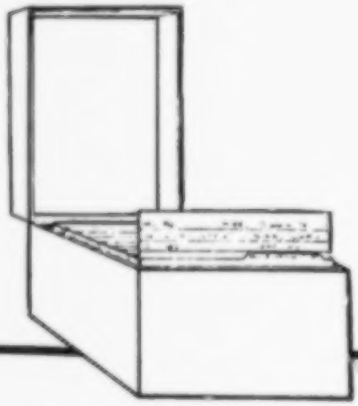
Comprehension
90% to 100%

CASE IN POINT

Miss Spence, a second grade teacher, has in her class 26 pupils whose achievement in reading ranges from that of two boys who are nonreaders to that of a little girl reading on sixth grade level. Miss Spence has observed and studied her students continuously. She has not been content in "just teaching" but has attempted to identify the reading needs of her students. Before establishing reading groups Miss Spence reviewed each student's academic history including:

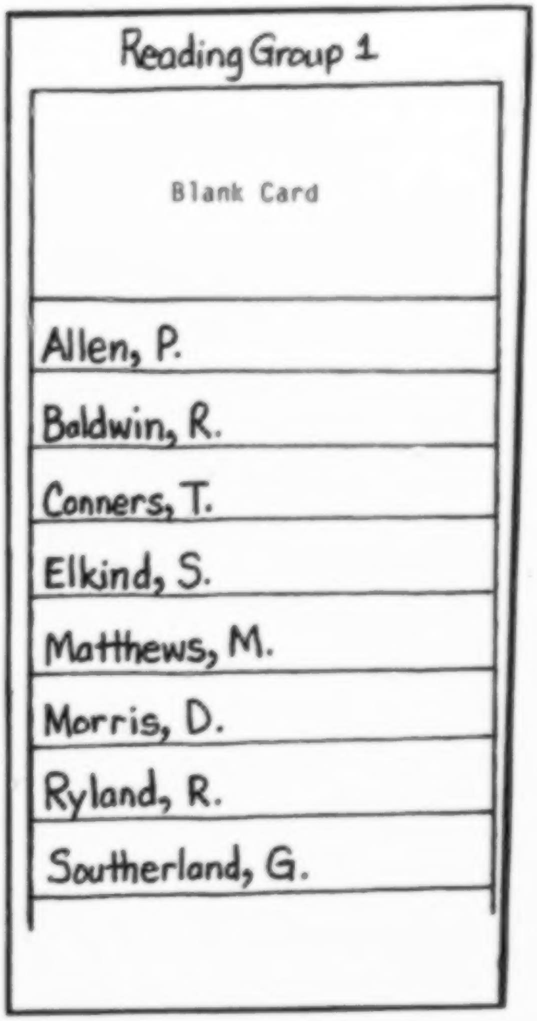
- --achievement tests scores
- --grade placement
- --years and frequency of attendance
- --performance in various subjects
- --areas of interest
- --cooperation of parents
- --anecdotal records providing clues useful in understanding the child's instructional and personal needs (not all facts will be found relevant).

After reviewing school records, she found it necessary to administer informal reading inventories with six students in her class. She observed the students daily, and kept anecdotal records for those of immediate concern to her.



EFFICIENT RECORD KEEPING!

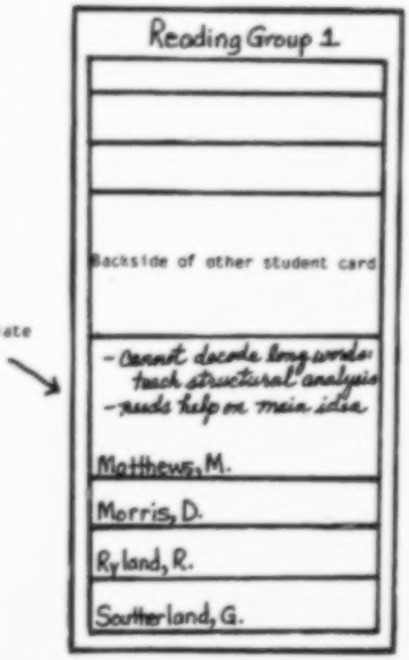
Miss Spence was not only acquainted with the group needs of her students, but she was aware of their individual needs as well. By using a Flip Chart, she could quickly and easily keep notes on each student during reading group time. Whenever Miss Spence noticed a particular problem in a student's reading, she made an informal note on that student's card. As each card was filled, it was removed from the flip chart and filed in a reading file or the student's folder.


Reading Group 1
Blank Card
Allen, P.
Baldwin, R.
Conners, T.
Elkind, S.
Matthews, M.
Morris, D.
Ryland, R.
Southerland, G.

To make a flip chart, tape index cards to a rectangular piece of laminated poster board. Position each card so that only the student's name is showing. Tape a blank card at the top to cover.

You can now make diagnostic notes about the student's reading progress and instructional needs.

To make notes, simply "flip" to the appropriate student card.


Reading Group 1
Backside of other student card
- Cannot decode long words: teach structural analysis
- needs help on main idea
Matthews, M.
Morris, D.
Ryland, R.
Southerland, G.

PHYSICAL SCREENING

VISION:

A student's vision is extremely important to the reading process. When we speak of good "eyesight," we are commonly talking about the acuity of the eye. Teachers and parents need to be aware that 20/20 visual acuity is not the only consideration when referring to a child's vision. Vision also encompasses the ability to get MEANING from eyesight. Even children with "perfect eyesight" can suffer from vision disorders that frustrate the child's efforts to read and to get meaning from the symbols he or she sees.

Use the following Vision Checklist with all students who have reading difficulties. This checklist is copyrighted by the Optometric Extension Program Foundation. Additional copies may be ordered. (See address below). If several of the characteristics are marked, it is strongly recommended that the student be referred for a complete vision check. Behavioral optometrists specialize in treatment of these kinds of vision disorders. Not all optometrists do complete vision checks which include academically related visual perception tests. For names of those in your area contact:

Optometric Extension Program Foundation, Inc.
2912 S. Daimler St.
Santa Ana, California 92705
800-423-4111

This source also has brochures available that gives further information on vision and learning problems.

EDUCATOR'S CHECKLIST
OBSERVABLE CLUES TO CLASSROOM VISION PROBLEMS

Student's Name____________________________ Date_____________

1. **APPEARANCE OF EYES:**
   One eye turns in or out at any time ____
   Reddened eyes or lids ____
   Eyes tear excessively ____
   Encrusted eyelids ____
   Frequent styes on lids ____

2. **COMPLAINTS WHEN USING EYES AT DESK:**
   Headaches in forehead or temples ____
   Burning or itching after reading or desk work ____
   Nausea or dizziness ____
   Print blurs after reading a short time ____

3. **BEHAVIORAL SIGNS OF VISUAL PROBLEMS:**
   A. Eye Movement Abilities (Ocular Motility)
      Head turns as reads across page ____
      Loses place often during reading ____
      Needs finger or marker to keep place ____
      Displays short attention span in reading or copying ____
      Too frequently omits words ____
      Repeatedly omits "small" words ____
      Writes up or down hill on paper ____
      Rereads or skips lines unknowingly ____
      Orients drawings poorly on page ____
   B. Eye Teaming Abilities (Binocularity)
      Complains of seeing double (diplopia) ____
      Repeats letters within words ____
      Omits letters, numbers or phrases ____
      Misaligns digits in number columns ____
      Squints, closes or covers one eye ____
      Tilts head extremely while working at desk ____
      Consistently shows gross postural deviations at all desk activities ____
   C. Eye-Hand Coordination Abilities
      Must feel of things to assist in any interpretation required____
      Eyes not used to "steer" hand movements (extreme lack of orientation, placement of words or drawings on page) ____
      Writes crookedly, poorly spaced; cannot stay on ruled lines ____
      Misaligns both horizontal and vertical series of numbers ____
      Uses his or her hand or fingers to keep his or her place on the page ____
      Uses other hand as "spacer" to control spacing and alignment on page ____
      Repeatedly confuses left-right directions

D. Visual Form Perception (Visual Comparision, Visual Imagery, Visualization)

Mistakes words with same or similar beginnings ____
Reverses letters and/or words in writing and copying ____
Confuses likenesses and minor differences ____
Confuses same word in same sentence ____
Repeatedly confuses similar beginnings and endings of words ____
Fails to visualize what is read either silently or orally ____
Whispers to self for reinforcement while reading silently ____
Returns to "drawing with fingers" to decide likes and differences ____

E. Refractive Status (Nearsightedness, Farsightedness, Focus Problems, etc.)

Comprehension reduces as reading continues; loses interest too quickly ____
Mispronounces similar words as continues reading ____
Blinks excessively at desk tasks and/or reading; not elsewhere ____
Holds book too closely; face too close to desk surface ____
Avoids all possible near-centered tasks ____
Complains of discomfort in tasks that demand visual interpretation ____
Closes or covers one eye when reading or doing desk work ____
Makes errors in copying from chalkboard to paper on desk ____
Makes errors in copying from reference book to notebook ____
Squints to see chalkboard, or request to move nearer ____
Rubs eyes during or after short periods of visual activity ____
Fatigues easily; blinks to make chalkboard clear up after desk task ____

OBSERVER'S SUGGESTIONS:

Signed____
(Encircle): Teacher; Nurse; Remedial Teacher; Psychologist; Vision consultant; Other.

Address____

____

HEARING:

Just as there is more to seeing than just visual acuity, there is also more to **hearing** than auditory acuity.

> Auditory Acuity refers to the ability to hear as measured by an audiometer.
>
> Auditory Perception is the ability to understand and respond to what one hears.
>
> Auditory Discrimination is the ability to hear differences in sounds and words.

A deficiency in any of the three can result in reading difficulties. Be alert to signs of hearing problems. Use the following checklist to screen any suspected hearing difficulties.

If you have a student exhibiting some of the behaviors on the checklist, by all means have their hearing acuity checked. If it is determined that their hearing acuity is adequate, administer an Auditory Discrimination Test. The Jordan Auditory Screening Test (JAST) is included in the Test Appendix of this guide.

If the student is able to hear the differences in sounds but does not respond to auditory teaching methods (i.e., phonics), try a more visual approach to teaching reading.

CHECKLIST OF HEARING PROBLEMS

This list can be used to indicate the need for a hearing examination. One check (✓) should be for symptoms that occur occasionally, and two checks (✓✓) for those occurring frequently. If several items are marked this may indicate an acuity or an auditory perception problem.

1. Appears inattentive during oral presentations or shows a blank expression. ____ ____
2. Turns head to the right or left when listening. ____ ____
3. Does poorly on oral spelling tests. ____ ____
4. Does poorly in phonics activities. ____ ____
5. May have speech difficulties. ____ ____
6. Word attack skills are poor...cannot make the sound-symbol associations. ____ ____
7. Child asks for constant repetitions. ____ ____
8. Subvocalization is present when reading silently or when writing. ____ ____
9. Child is highly distractible. ____ ____

FROM: Reading: Parents, Kids, Teachers Inc., Oklahoma State Department of Education, Resource Guide, 1982, p. 9.

LEARNING STYLES AND READING

In the classroom, probably no two students learn the same concepts in the same way. Some learn most easily through the VISUAL CHANNEL; others through the AUDITORY CHANNEL; still others through doing things physically. A person's learning strength might be in just one of these channels, or in several. When two or more sensory channels are equally efficient, the individual has a mixed learning style. An individual's learning style or modality can best be described as the sensory channel through which information is perceived and processed most efficiently. This applies to teachers as well as to students.

TEACHER STRENGTHS	
VISUAL	29%
AUDITORY	29%
KINESTHETIC	2%
MIXED	40%

STUDENT STRENGTHS	
VISUAL	30%
AUDITORY	25%
KINESTHETIC	15%
MIXED	30%

Studies indicate a teacher teaches the way he or she learns best. If a student does not grasp a particular concept the first time it is presented, do not just repeat the lesson and speak a little louder. The successful teacher will try presenting in other ways through other modalities.[1]

[1] Barbe, Walter B. and Swassing, Raymond, Swassing Barbe Modality Index, Columbus, Ohio, Zaner-Bloser, Inc. 1979.

Suppose someone is giving you directions on how to find his or her house. Would you find it more easily if he or she drew you a map? Many would. In fact, many would get lost without a visual aid. The same thing is true when you hear a name for the first time. Would seeing it in print help you remember? If so, then hearing alone simply is not enough for learning to take place. The same thing occurs in the classroom. How often have we said, "I told them five times!" or "They can't remember from one minute to the next." Remember, this is normal for students who are not primarily auditory learners. That's why it might help if we included more learning modalities in our teaching.

Now let's suppose you are having difficulty putting something together by following printed instructions. You find that if you read the directions aloud and hear the words as you read, the directions become clear, However, if you don't hear the words, you are confused. In this instance, you are relying on auditory clues. That's why allowing students to read directions aloud, discussing what they have learned, and conducting question and answer sessions help some students learn. These students are auditory learners and need to use auditory perception.

As teachers, we can never overlook the ways individuals learn. Our effectiveness lies in understanding the different ways students learn best.

As you read the following case studies, notice each student's strengths and the obvious mismatch of teaching strategies. The reading problem each child is experiencing is NOT necessarily due to a disability. Rather, it is due to the exclusive use of one teaching approach which does not match the student's learning strengths.

VIVIAN VISUAL

Once upon a time there was a happy little girl named Vivian Visual. Vivian loved to draw. She would look at things very closely and then try to draw them. When Vivian started to school she readily learned to copy her alphabet from the chart displayed above the chalkboard. She thought that learning to read the names of the color words was easy because of the color cues. Also, learning to read number words was an easy accomplishment for Vivian who enjoyed going over and over the flashcards with the word on one side and the number on the other.

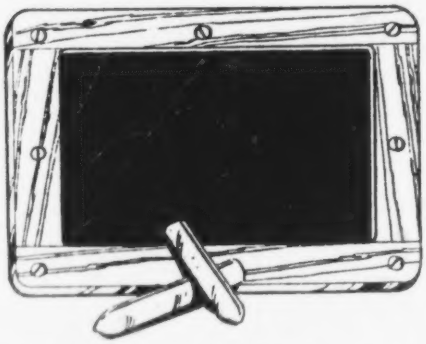
Vivian's teacher, Mrs. Phonics-Only, wanted all of her students to learn to read. She worked extremely hard to teach each letter sound, as well as teaching blending skills. But no matter how hard she worked, Vivian could not remember the sounds that her teacher was trying so hard to teach her. As the school year progressed, many of the students in Vivian's class were learning to read but poor Vivian was still trying to learn the sounds the letters represented.

Vivian was not very happy with school now. She wanted to make good grades because it made Mrs. Phonics-Only and her parents happy, so she soon learned how easy it was to copy from her neighbor. She made many trips to the teacher's desk to ask questions, to the pencil sharpener, and to the wastepaper basket. Every time she left her seat she glanced at a smart person's paper and went quickly to her seat to write the answer on her own paper. The teacher could not understand how Vivian could do so well on her independent work, but so poorly in her reading group. Mrs. Phonics-Only finally attributed it to Vivian's highly distractible nature and her nervous state of "trying too hard to please" in a group situation.

Following a listening lesson on the tape recorder, Vivian didn't contribute to class discussion and the teacher felt that Vivian just didn't listen.

As time went by, Vivian fell farther and farther behind in reading. Mrs. Phonics-Only wondered, "What am I doing wrong?"

Visual Vivian



PRACTICAL TEACHING SUGGESTIONS FOR THE VISUAL LEARNER

1. The visual student will learn from a sight approach and may have difficulty with phonics.

2. A large sight vocabulary is easy for this student to acquire. Flash cards and tachistoscopes are examples of visual aids.

3. When introducing new vocabulary, be sure the words are visible in written forms.

   a. Emphasize left to right progression.

   b. Note similarities to known words.
      fIGHT THRee
      sIGHT THRow

   c. Emphasize STRUCTURAL ANALYSIS
      --variant endings: wantING
      wantED
      --parts of compound words

      --find the root word: unCOMFORTable

      --show prefixes, suffixes: safe obey kind
      unsafe disobey kindness
      --show syllables: at/ten/tion

   d. Have the student look at the word, close his or her eyes and visualize what the word looks like and write the word.

4. Place a list of daily instructions on the board as well as giving them orally.

5. During class discussions and lectures:

   a. write key points on the board or an overhead projector.

   b. provide a written outline.

   c. encourage notetaking and the highlighting of key points.

6. Encourage older students to outline passages or to write summaries after silent reading.

AUDREY AUDITORY

Audrey Auditory was soooo excited about starting school. She could hardly wait. Her mom and dad knew that Audrey was the smartest little girl in town and would surely be the brightest kindergarten student in the class. After all, she had learned to sing her ABC's when she was only three years old, and she could sing all of the words in "My Country 'Tis of Thee". She could recite practically all of the nursery rhymes and had memorized several of Dr. Suess' books.

Audrey's mom was proud when the examiner of Audrey's prekindergarten testing told her that Audrey's ability to hear likenesses and differences and her ability to follow oral directions were extremely superior to most students of Audrey's age. However, Mrs. Auditory felt the examiner was definitely mistaken when he said that Audrey had difficulty in seeing likenesses and differences. After all, Mrs. Auditory had taken Audrey to the best ophthalmologist in town and was told that Audrey had perfect vision.

The first half of kindergarten was so much fun for Audrey--she sang her ABC's, recited nursery rhymes, and learned the pledge of allegiance to the flag with no difficulties. Audrey's teacher assured Mrs. Auditory that Audrey was doing just fine, but the second half of kindergarten was not so easy--learning the names of the letters was hard. Matching shapes and working puzzles was hard, and Audrey wouldn't even try. She hated copying letters and often hid her paper when it didn't look nice. Audrey could count all the way to 1000, knew her name, address, phone number, age, and birthday perfectly, had very good language skills and an advanced vocabulary. Therefore, her teacher assured Mrs. Auditory that Audrey would do fine in first grade. After all, Mrs. Auditory was going to help Audrey learn to recognize and write her letters throughout the summer.

Soon fall arrived and Audrey was placed in Mrs. Citeonly's class. Mrs. Citeonly had taught school for the past 25 years and the only readers that she utilized were the ones about Dick, Jane, and Sally. She thought that "phonics" was a pure waste of time and had no place in the first grade curriculum. Mrs. Citeonly went over and over the words with Audrey; flashcard drill went on before school, during school, and after school, but still Audrey could not remember the words. Soon she was far behind. Crying, Audrey said, "I hate school--I'm never going back." Mrs. Auditory was sure that it was all the teacher's fault--after all, everyone knew how "smart" Audrey was. Mrs. Citeonly wondered if she should have done something differently when working with Audrey.

Auditory Audrey

PRACTICAL TEACHING SUGGESTIONS FOR THE AUDITORY LEARNER

1. The auditory student will learn from a phonetic approach and may have trouble acquiring a sight vocabulary.

2. When introducing new vocabulary:

   a. Discuss the letter sounds and/or word parts.

   b. Have the students repeat the word orally and in context a number of times.

   c. The meaning of the word should be discussed orally.

3. This learner may not automatically use picture clues. Point these out durin prereading activities.

4. In the primary grades SONGS and POEMS will aid the auditory learner.

5. Auditory students will enjoy stories read aloud and spelling bees.

6. They will prefer hearing precise ORAL DIRECTIONS. Putting assignment directions on tape so that students can replay them when needed may help auditory learners.

7. Taping important reading material for auditory students to listen to as they read may be helpful. Another student might do the taping.

8. In some situations the auditory student may need to read important information aloud to himself or herself.

9. Auditory students will do effective studying with a friend. Let students DRILL ALOUD to themselves or to another student. Let students dictate information into a recorder or to another student.

10. Let auditory students TAPE LECTURES for study and playback.

11. When taking a written test some students may need to subvocalize. Perhaps the test could be given orally.

Not very long ago, a cute little freckled-faced boy named Kenny Kinesthetic started to school. His teacher's name was Miss Gitumthrufast and she prided herself on the fact that all of her first grade students always finished all five readers no matter what. Kenny's kindergarten teacher had written on his cumulative folder that Kenny needed much repetition of concepts at a very slow pace, but he could master skills if given enough time. Miss Gitumthrufast soon learned that Kenny was very active and quite restless in her classroom and just couldn't seem to stay on task. He seldom paid attention to what she said and never stayed in his seat. He appeared not to be learning a thing!

She discussed the problem with the principal who called in Kenny's other teachers to hear their comments. Kenny's P.E. teacher reported that Kenny was a model student in P.E. and had very advanced motor skills. His music teacher also described Kenny as the perfect student and very creative. Only the week before, Kenny had shown the entire music class how to form all of the letters of the alphabet with their bodies. Miss Gitumthrufast was surprised at the other teachers' comments and wondered if she was doing something wrong when working with Kenny.

Kinesthetic Kenny

PRACTICAL TEACHING SUGGESTIONS
FOR THE
KINESTHETIC LEARNER

1. The kinesthetic child needs to be physically involved in learning to read. The sight approach lends itself more readily to the use of manipulatives:

   a. Handling flash cards and learning centers: i.e., make a domino matching game--pictures and words match, beginning sounds and letters match, synonym match, homonym match.

   b. Forming letters or words: in sand; with fingerpaint; on the chalkboard; in the air; with pasta, cereal letters, clay or dough; with string or yarn; with glue sprinkled with glitter, dry gelatin, or dry cereal.

   c. Use letters or words cut from headlines to form phrases and sentences.

2. When teaching letter sounds use action verbs:
   k-kick j-jump h-hop t-talk l-lick

3. When introducing new vocabulary:

   a. Let the student trace the word.

   b. Write new words 5 times, using a different medium each time: pencil, pen, chalk, crayon, felt tip pen. This helps the student get the "feel" of the word.

   c. Draw pictures (or cut them from magazines and catalogs) to illustrate concrete vocabulary.

   d. Relate new vocabulary words with action.

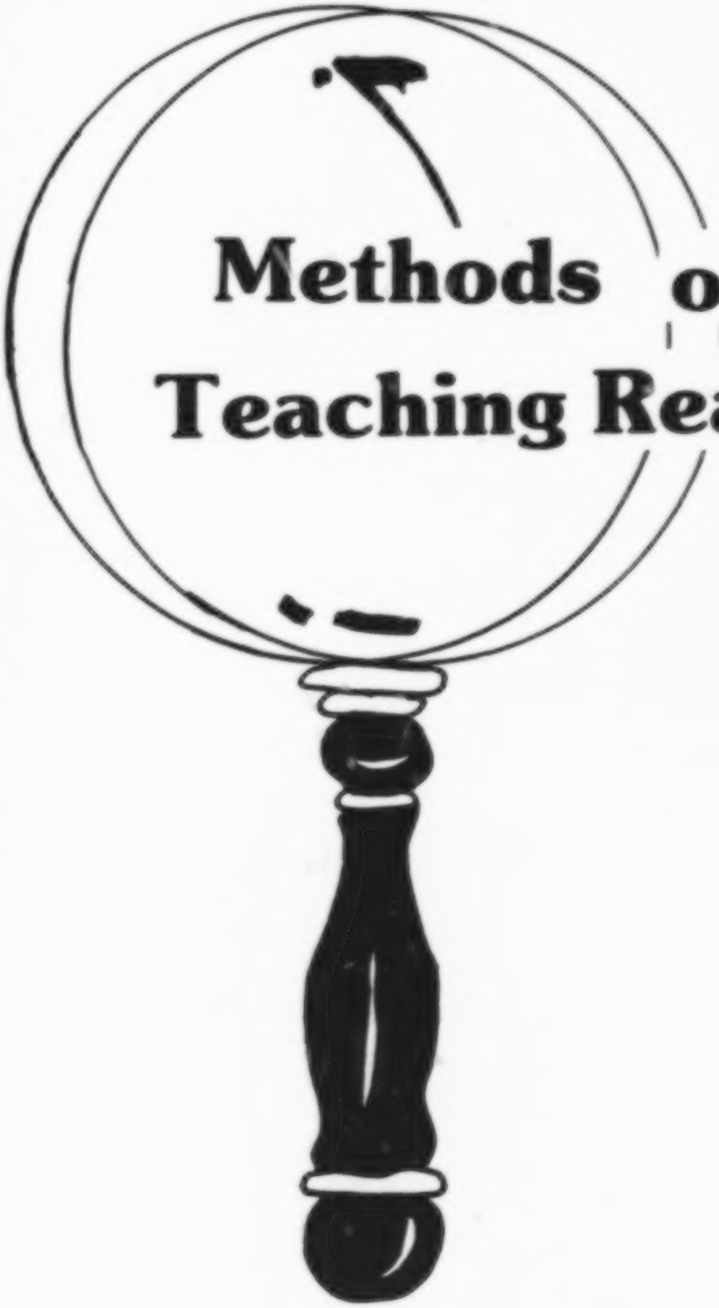
4. Let students use sentence strips for putting story events in order.

5. Allow the kinesthetic child to MOVE ABOUT the room (within reason) while working. It is not unusual for these students to draw or doodle while listening.

6. Classroom demonstration or role playing will reinforce comprehension.

7. Let student build a model, illustrate or dramatize instead of writing a report.

Methods of Teaching Reading



Methods of Teaching Reading

What is the best way to teach reading? Teachers, parents, and children have been struggling with that question for a long time. Reams of research have failed to produce the method that will work for all children. Perhaps there is no one best method for all children, but rather a best method for each child.

Most sources in the teaching of reading explain several methods briefly or embrace one method to the exclusion of others. This section will discuss some of the most usable methods for the student with reading difficulties.

A correct match between a pupil's learning style and method of teaching reading will eliminate many reading problems for the student. A mismatch will result in such difficulties as experienced by Vivian Visual, Auditory Audrey and Kenny Kinesthetic.

The reader should realize that many variations of any particular method may be utilized.

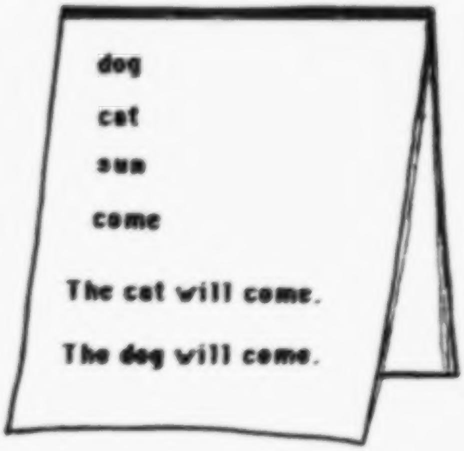
Sight Methods or Look-Say

Students with visual strengths will learn most effectively through this method.

In the sight method, the teacher puts a word on the board or uses a chart. The teacher pronounces the word, several of the children pronounce it, and then it is combined with other words to form phrases and sentences. Pictures are used to introduce words because they relate directly to children's experiences.

Where the sight word method is carried to extremes, lists of isolated words are used. The children are drilled on these words and are required to recognize them instantly. In this way the meaning of the word vanishes and the advantage of the meaningful unit is lost.

Where the method is not so extreme, words are introduced gradually in context and repeated extensively, varying the context. The teacher then begins to develop greater observation of the details and smaller features of these words. Most basals today that are considered sight approaches begin teaching the whole word and then use the known words to begin teaching phonic generalizations.



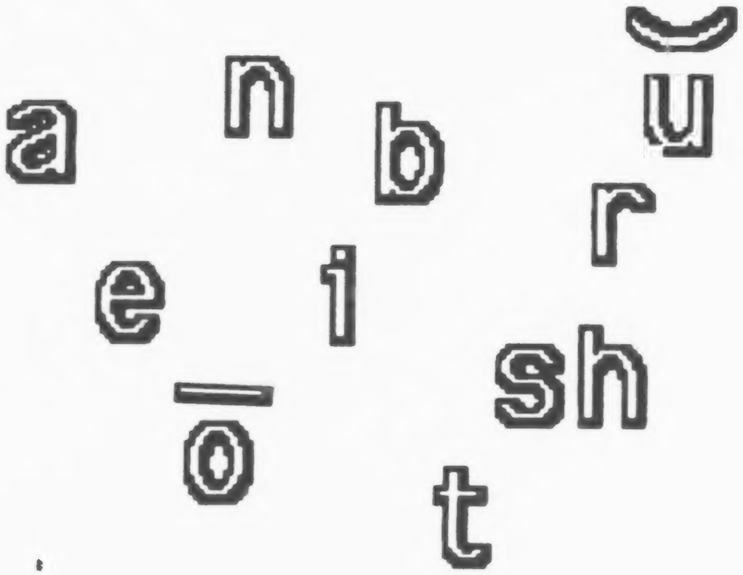
Phonics Method

Auditory strengths are necessary for the student to achieve success in learning to read through the phonics method. All phonics programs emphasize three auditory discrimination skills:

discriminating speech sounds
maintaining the sounds in a specific sequence
blending the sounds into complete words

The phonics method involves associating basic speech sounds with letter symbols and combinations of letter symbols in order to identify words. In the phonics method, the first step is drill on letter sounds. Next, the child is taught to blend the sounds together in words that can be recognized and are regular in sound, starting with two- and three-letter words. By using phonetically regular words, phonics programs generally teach children a large number of words during the first year. New words containing the known sounds are introduced and maintained throughout the stories and books.

The phonics approach to reading emphasizes the decoding aspect of the reading process.



Language Experience Approach

The language experience approach is most effective with students who have good visual memory. Students become motivated when they see their words in print. This approach utilizes the interest of learners of all ages and emphasizes meaning rather than decoding.

Teaching reading as a language experience is based upon the student's existing level of language and uses the whole sentence approach. It is used as a natural bridge from prereading to reading. It emphasizes the fact that reading is talk written down.

The amount of time devoted to the following steps depends on the age level and abilities of the students:

Step One: Providing Experiences

Provide experiences that will stimulate students to compose stories (e.g., classroom events, trips, pictures, holidays, live animals, pets, and television.) Reading a story to children, films, and wordless books also stimulate stories.

Step Two: Dictation and Writing of the Story

Students, as individuals, in groups, or as a total class, dictate experiences while the teacher writes them down on the chalkboard, chart, or notebook paper. As the students' ability to read improves, less dictation is needed since students assume more of the writing responsibility.

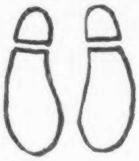
Step Three: Reading Story Aloud

When the story is completed, the teacher reads it aloud. Next the group reads the story with the teacher.

Step Four: Students Read

At another time or the next day, the chart or story is again read by the teacher and children. Students may volunteer to read the story individually.

Step Five: Duplicated Copies



Duplicated copies are given to the class. With this copy the class or student underlines every word they know, matches word cards to the copy, rereads the story and illustrates it. These stories are kept in a student folder and eventually could become their books.

FOLLOW-UP ACTIVITIES

1. Children can match letter, word, phrase or sentence cards to the story.
2. Sentence strips can be placed in order to practice sequencing.
3. Additional rereading can be done by having students read the story to each other, to other classes, or to parents.
4. Each student could keep a word bank. All of the words he or she knows could be printed on cards and placed in his word bank. The word should be included in a sentence on one side of the card.

Our Tree House

David and I wanted a tree house.

There was a big tree in his yard.

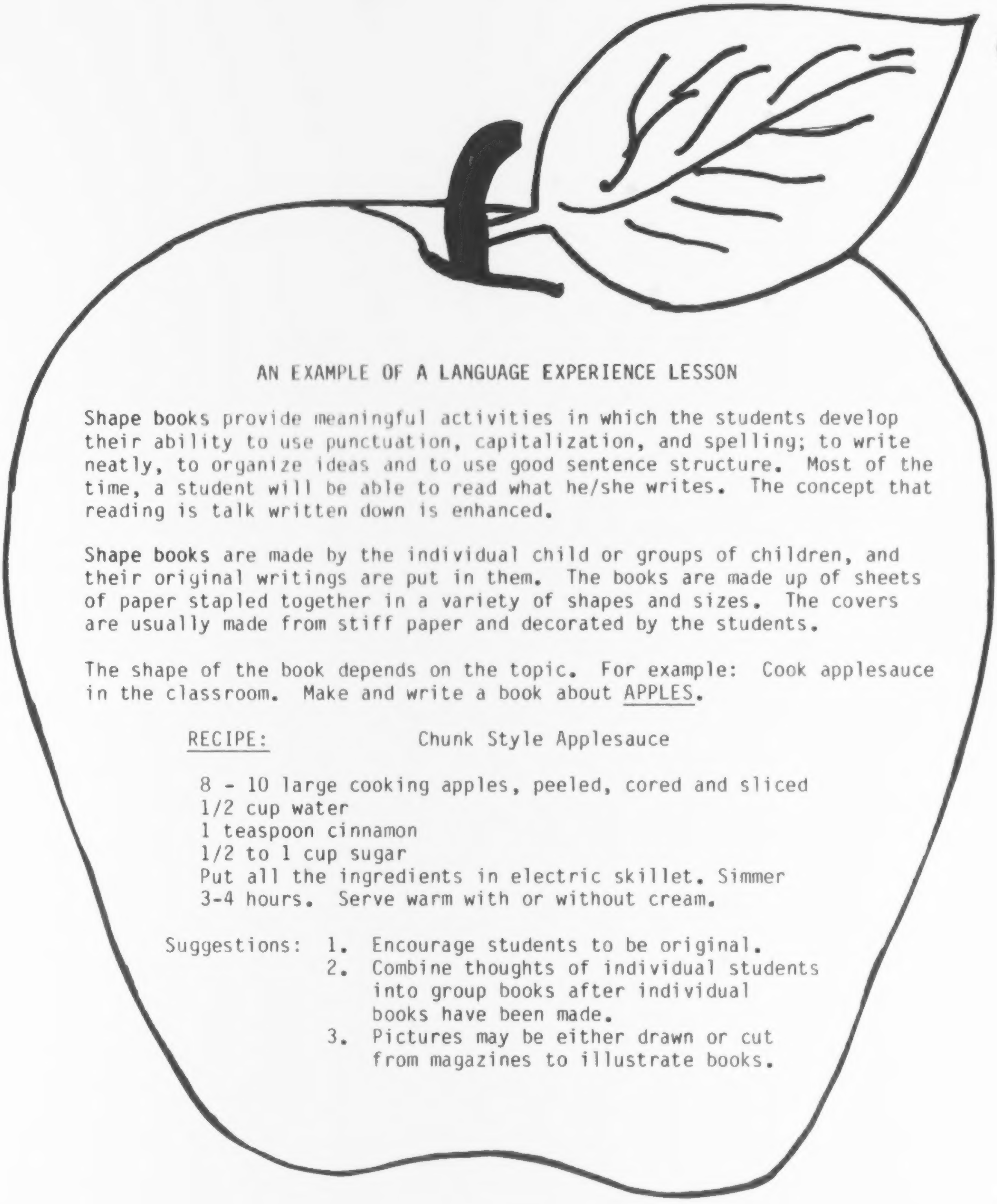
My dad said we could use his ladder.

We needed it to carry the boards, hammer, and nails up into the tree.

We worked on our tree house all day long.

It will be a great place to meet.

For more in-depth suggestions on using the language experience approach, consult Allen, Roach V., Language Experiences in Communication, Houghton Mifflin, Boston, Mass., 1976, Chapters 1-4.



AN EXAMPLE OF A LANGUAGE EXPERIENCE LESSON

Shape books provide meaningful activities in which the students develop their ability to use punctuation, capitalization, and spelling; to write neatly, to organize ideas and to use good sentence structure. Most of the time, a student will be able to read what he/she writes. The concept that reading is talk written down is enhanced.

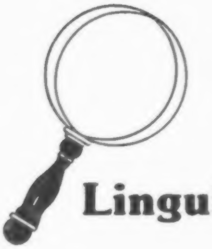
Shape books are made by the individual child or groups of children, and their original writings are put in them. The books are made up of sheets of paper stapled together in a variety of shapes and sizes. The covers are usually made from stiff paper and decorated by the students.

The shape of the book depends on the topic. For example: Cook applesauce in the classroom. Make and write a book about APPLES.

RECIPE: Chunk Style Applesauce

8 - 10 large cooking apples, peeled, cored and sliced
1/2 cup water
1 teaspoon cinnamon
1/2 to 1 cup sugar
Put all the ingredients in electric skillet. Simmer 3-4 hours. Serve warm with or without cream.

Suggestions:
1. Encourage students to be original.
2. Combine thoughts of individual students into group books after individual books have been made.
3. Pictures may be either drawn or cut from magazines to illustrate books.



Linguistic Method

The linguistic approach to reading works well with students who respond to structure and who are able to recognize visual and auditory patterns.

Decoding is emphasized in this method, but in an analytical way. The student is introduced to whole words and is taught to discover letter patterns or word families. For example, if the student is presented the words Dan, and, can he/she will soon discover how to pronounce other words in the an family and successfully read the sentence: Nan can fan Dan. The early content of linguistic reading programs is determined by the spelling pattern of words. This may cause the stories to seem nonsensical to more advanced readers. Some programs do teach a few sight words to allow a little more story interest.

Pure linguistic programs do not include pictures. They maintain that students attempt to read the pictures (not the words), particularly in the beginning stages of reading.

There is a great deal of oral reading in this approach. Unlike many other approaches, silent reading follows oral reading. However, because of the highly structured content of the stories, oral reading is not usually a threatening situation. The student as well as the teacher is guided through every step of the learning-to-read process.

This can be a very effective method to use with problem readers. However, it is not recommended for those students who learn best when their motor senses are actively involved.

Rags

wags

tags

bags

Rags wags and tags the bags.

Multisensory Method

The multisensory method stresses the four sensory areas:

Visual - things you see

Auditory - perception of sounds

Kinesthetic - feeling one's own muscle movements

Tactile - the feel of any stimulus on the skin

In the initial stages of this method, the vocabulary load is kept very low because of the time spent on motor reinforcement - writing, tracing and pointing. Supporters of the multisensory approach believe that motor activities help impress the material to be learned on the child's mind. Motor activities are used to reinforce auditory skills.

Many times, a multisensory approach is offered as a remedial program for students with reading difficulties. However, not all problem readers benefit from motor activity as part of their reading program. Students need good auditory discrimination skills and good motor development to benefit from the multisensory approach.

Many leading authorities have used this method with much success. Some basic steps are as follows:

1. In the beginning stages, students are asked to tell a few words they would like to learn and these are taught one by one. It is helpful to use as many phonetically regular words as possible. The student or students are then encouraged to compose a story using some of the new words. Made-up stories are typed or written by the teacher. A phonetically regular basal could be used.

2. Writing with and without tracing is part of the next stage. The word, word part or letter is written or printed on paper or index cards, and the student traces it with his/her finger, saying each part as it is traced. Writing in the air, in sand trays or on sand paper may be used instead of paper. The student practices until it can be written from memory on a piece of paper. It is then used in a word sentence or story. Each new element learned could be placed in a file. The child writes from memory and then compares it with the model.

   After some time the student does not need to trace all words; he/she looks at the word, reads it aloud several times, and writes it from memory. If word cards are kept, they should be filed alphabetically.

3. At this point, recognition of the word in print becomes important. It becomes unnecessary for the child to write each word or to have each word on a card. The student looks at the word, is told what it says, pronounces it once or twice, and writes it from memory. Reading in books usually starts at this time.

Shared Book Experience

The shared book experience stresses initial reading success and works well for students who have either visual or auditory strengths. All beginning readers enjoy this approach.

This is a holistic approach to reading instruction. The students have an opportunity to look at the words, say the words, and get meaning from the words in an environment which allows little chance of failure.

Part I: Read a Predictable Story

The teacher reads a predictable story book aloud to the children. This is one in which the children can predict what the author is going to say and how he is going to say it. It is very important that the children be able to see the print. This can be achieved by using "Big Books" or by printing the story on flip charts or tagboard.

As the teacher reads aloud, a pointer should follow along the words. This helps the children to focus on the words the teacher is reading. The children participate by repeating a chant or phrase of the story. Meaning and enjoyment are the two objectives of this initial stage.

Part II: Reread the Story

A day or two later, reread the story to the children. The rereading allows the teacher many opportunities for the following activities:

+ Including the children in predicting vocabulary and word meanings.
+ Involving the children in repeating the stories without error.
+ Having more children participate in reading activities.
+ Involving the children in predicting and problem solving through cloze activities.

Part III: Independent Reading

After the students have heard the story reread many times and had an opportunity to "read", with the support of classmates, from a chart or "Big Book", they are ready to read some of these stories independently. Hopefully there will be a scheduled time daily for the students to read their favorite books.

IMPORTANT OUTCOMES OF THE SHARED BOOK EXPERIENCE

1. Students learn what reading is all about in a completely non-threatening situation.

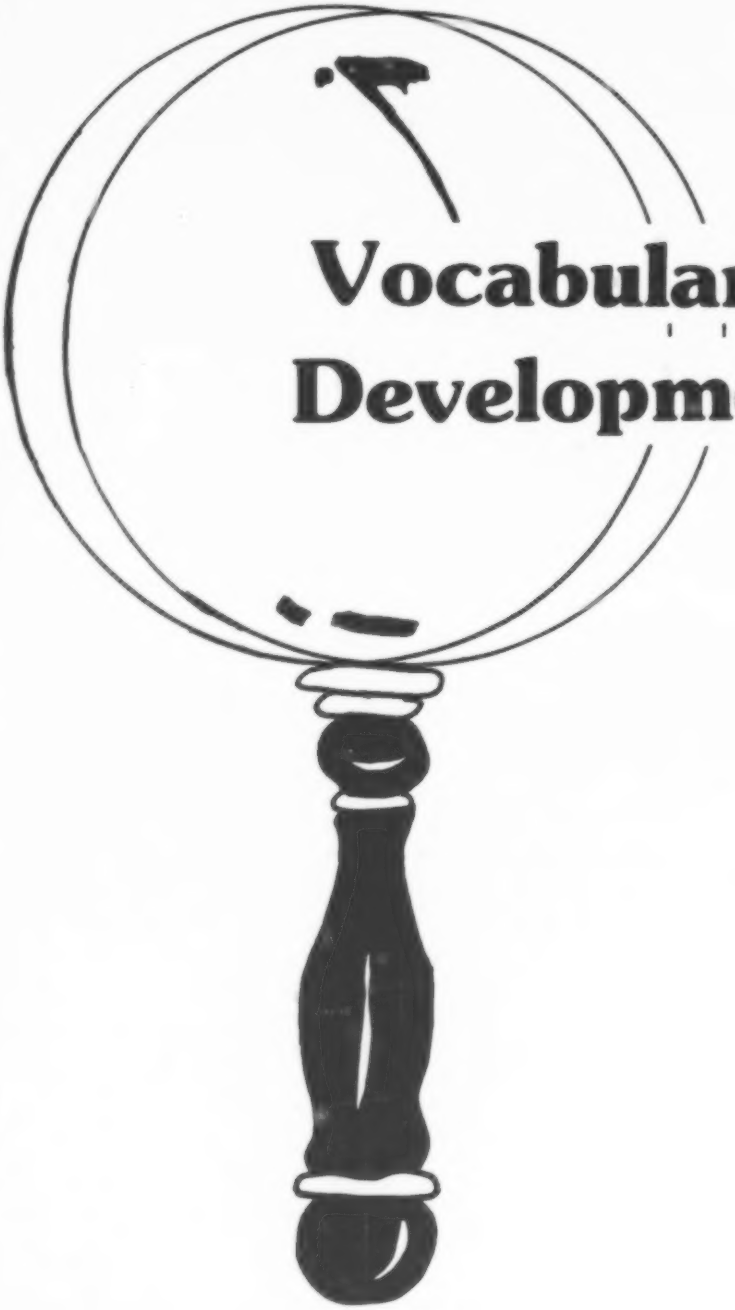
2. Students believe they CAN read.

BIBLIOGRAPHY

Predictable Books

TITLE	AUTHOR
This Old Man	Adams, Pam
One, Two, Three Going To Sea	Alain
Go Tell Aunt Rhody	Aliki
Hush Little Baby	Aliki
Animals Should Definitely Not Wear Clothes	Barrett, Judy & Ron
One Bright Monday Morning	Baum, Arlene & Joseph
I Know an Old Lady	Bonne, Rose
Do You Know What I Know?	Borten, Helen
Johnny Crow's Garden	Brooke, L. Leslie
Goodnight Moon	Brown, Margaret Wise
The Bus Ride	Brown, Margaret Wise
Mr. Gumpy's Outing	Burningham, John
"I Can't," Said The Ant	Cameron, Polly
The Very Hungry Caterpiller	Carle, Eric
Fortunately	Charlip, Remy
Are You My Mother?	Eastman, P.D.
Drummer Hoff	Emberly, Barbara & Ed
What Do You Say, Dear?	Joslin, Susyle
A Snowy Day	Keats, Ezra Jack
Whose Mouse are You?	Kraus, Robert
Brown Bear, Brown Bear, What Do You See?	Martin, Bill, Jr.
Fire! Fire! Said Mrs. McGuire	Martin, Bill, Jr.
Monday, Monday, I Like Monday	Martin, Bill, Jr.
Just For You	Mayer, Mercer
Mother, Mother, I Want Another	Polushkin, Maria
One Monday Morning	Shuvevitz, Uri
The Fox Went Out on A Chilly Night	Speir, Peter
The Great Big Enormous Turnip	Tolstoy, Alexei
Do You Know What I'll Do?	Zolotow, Charlotte
When I Was Young in the Mountains	Zolotow, Charlotte

For more information concerning the shared book experience, consult Don Holdaway, The Foundations of Literacy, Ashton Scholastic, Auckland, New Zealand, 1979.



Vocabulary Development

Vocabulary

The goal of every teacher of reading is to help students become independent readers. Independent readers are able to read fluently and with understanding. When met with an unfamiliar word they are able to work out the pronunciation and the meaning of the word on their own.

How can we get poor readers to this point?

> A prerequisite for fluency and reading with understanding is automatic recognition of the basic sight words. These words comprise more than 60% of all words found in written material.
>
> Poor readers need to be directly taught HOW to decode words and HOW to make a sensible guess at a word's meaning. They must be directly taught to use all available sources of information--phonics, structural analysis, and context clues--to figure out an unknown word.
>
> Although we teach students word identification skills, we must also remember that direct vocabulary instruction during reading groups and in content areas is essential. Word knowledge and comprehension are inseparable.

Our role as teachers, then, is to expand and strengthen students' vocabularies by:

1) helping the student acquire a sufficient sight vocabulary
2) teaching word identification skills: phonics, structural analysis, and context clues
3) direct vocabulary instruction in word meanings
4) assuring adequacy in oral language development

This section will include specific teaching suggestions for each of these areas and some activities to reinforce them.

Clues For Teaching Sight Vocabulary

Sight vocabulary is a collection of words that a reader has seen enough times in the past to enable him or her to recognize them instantly.

Common basic sight word lists such as the Dolch Basic Sight Words and Fry's Instant Sight Words (these may be found in the Test Appendix) make up more than 60% of all the running words found in written material (K-8) both in and out of the classroom. This emphasizes their importance as service words in all students' reading. Many students require direct, intense instruction in these important words. If these words are recognized instantly, the readers will be less handicapped when they must hesitate to figure out other words. The Dolch words or Fry words should not be analyzed phonetically, but learned as purely "instant" sight words. This should be done by the third grade reading level.

Teaching Procedures

1. The words should be introduced in context. This provides the student the opportunity to associate meaning with the word. Rather than putting new words on the board in isolation, write them in meaningful phrases with the word to be learned underlined. For example:

   about - This story is about boys and girls.
   other - Give one to the other boy.

   To save time, check your teacher's guide and supplemental vocabulary charts for sentences. If these are not available, use large chart tablets or sentence strips that can be saved and used from year to year.

2. Problem readers need more repetition of the new words. While learning, new words should be interspersed with known words.

3. One of the best ways to teach and reinforce instant sight words is to provide "easy reading". Rereading favorite stories is a way to provide this experience.

Cautions

In Teaching Sight Words

1. Uninteresting, unmotivated, meaningless drill is apt to intensify dislike for reading.
2. Assigning a list of words to be learned each day will not achieve lasting results. Do not work on too many new words at a time.
3. Drills in which the student guesses without having a chance to become familiar with the words in context will probably not be profitable.
4. Do not drill on isolated word parts.

Clues . . . Clues . . . Clues . . .

1. When labeling classroom objects use complete sentences.
2. Let the students be responsible for some type of record keeping device (see page 9) so that they will be aware of their progress.
3. A colorful border of basic words can be displayed around the room.
4. Incorporate sight words into a variety of game formats. The students will not only practice these important words, they will enjoy the activities.
5. Try mnemonic devices for difficult words:

   There, where, here are "place" words, they all have here in them.

   Their means ownership - it has the "i".

   Hear has the ear to hear.

   Heart has hear - Hear your heart beat.

   Build - "u" and "i" will build.

   Learn - learn by listening--learn has ear in it.

   They - write the and add the y.

   Any - write an and add y.

MORE CLUES: TEACHING *WERE*, *WITH*, *WHAT* AND OTHER "FOUR LETTER" WORDS[1]

As a teacher, have you found that words such as *with, were, what*, or *this, them, they*, are inevitably the words that are difficult for the slower reader? Whether the words have four letters or five (eg., *there* and *their*,) or three (*who* and *how*), they have a common feature--no tangible meaning. Furthermore, students often do not recognize these as separate words. The word *what*, for example, is used in the question "Whatcha doing?" *Them* may not be heard as a separate word in the phrase "Give it to 'em."

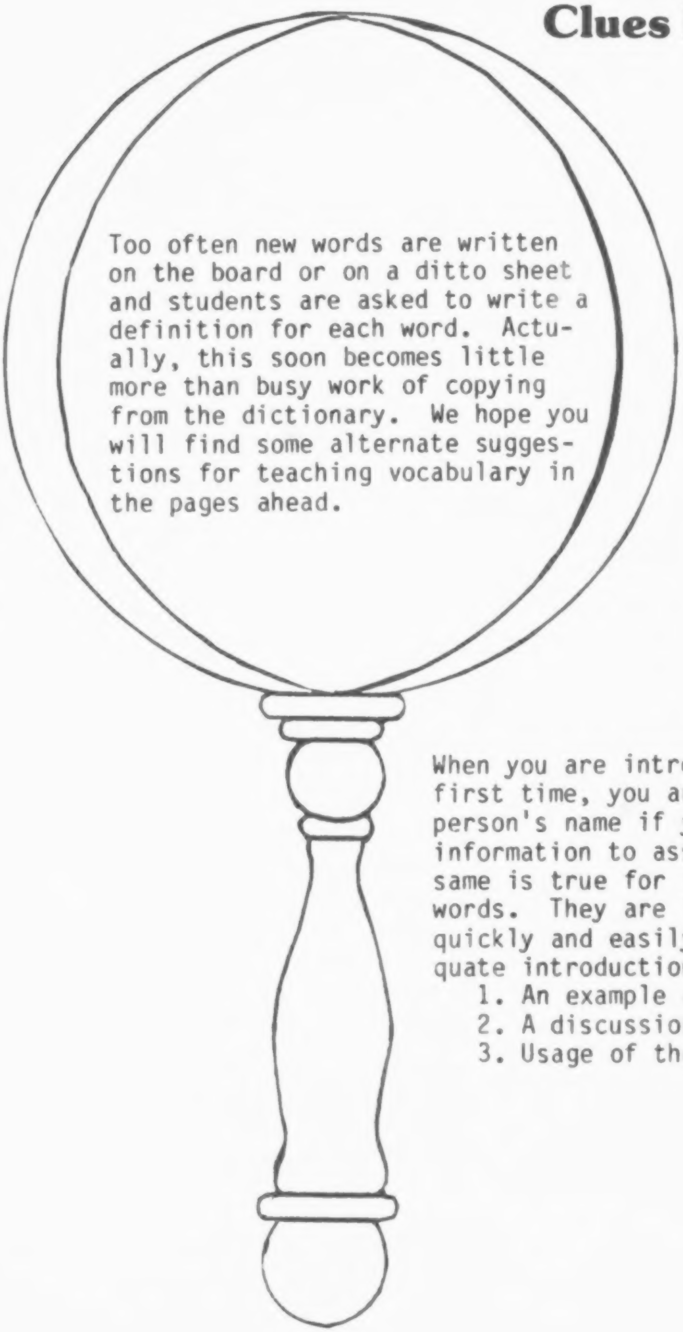
The following step by step strategy has been teacher-tested as a method of teaching the difficult sight words to slower readers.

Example lesson: Teaching the word "what"

1. Distribute flash cards with the word "what" printed on them.
2. Read or make up a story using the word "what" many times. Each time students hear the word "what," they are to hold up their flash cards. Doing this makes students aware that they recognize the existence of that word.
3. Next, have students make up their own sentences using the word "what".
4. Now, tell students, "Take a good look at the word printed on your card. I am going to come around and cut the word into individual letters, and your job is going to be to put the letters together to recreate the word."
5. Cut the word cards into individual letters and mix the letters. Students respell the whole word. Keep circulating among students, checking their work, mixing the letters until the students have correctly formed the word three times.
6. Give each student an envelope to store the letters. Have students label the outside of the envelope with the word "what."
7. Now write the word "what" on the board. Instruct students, "Take a picture of the word like a camera takes a picture. Close your eyes. Can you see the word "what" in your mind? Open your eyes. Is this what you saw?" Point to the word on the board.
8. Erase the word and ask students to write "what" on their papers. Then, rewrite "what" on the board and ask students to compare their work with the one on the board. Erase, and repeat until students have written the word correctly three times.
9. Now write several sentences on the board that use the word "what," but leave a blank in place of the word. Ask students to come to the board and fill in the missing word.
10. Get out newspapers, magazines, or any printed material. Have students find and underline "what" wherever they find it in print.

[1] Cunningham, Patricia M., "Teaching *Were*, *With*, *What* and Other 'Four Letter' Words", *The Reading Teacher*, November 1980, pp. 160-163.

Clues For Teaching Vocabulary



Too often new words are written on the board or on a ditto sheet and students are asked to write a definition for each word. Actually, this soon becomes little more than busy work of copying from the dictionary. We hope you will find some alternate suggestions for teaching vocabulary in the pages ahead.

When you are introduced to a person for the first time, you are more likely to remember the person's name if you are told some meaningful information to associate with that person. The same is true for introducing students to new words. They are learned and retained more quickly and easily if they are given an adequate introduction:

1. An example of the word used in context.
2. A discussion of its word parts.
3. Usage of the word in various sentences.

Dr. Floyd Sucher, professor of Elementary Education at Brigham Young University, has visited and spoken at several educational conferences in Oklahoma in recent years. The following ideas and suggestions are among those that he has shared about teaching vocabulary.

Which Words To Teach?

Many basals will have 15-20 vocabulary words listed for teaching in a particular lesson. For students with reading difficulties this is too many. Dr. Sucher suggests two guidelines to help teachers establish criteria for focusing their teaching time.

1. SELECT words which will be:

   +used most frequently in the students' vocabulary
   +most permanent in the students' vocabulary
   +least familiar to the students, words which are outside their background and experience
   +difficult or multisyllable words

2. CLASSIFY the words: concrete
   semiconcrete
   abstract

Any CONCRETE word is relatively easy to learn because it can be directly experienced through the senses. It can be seen, heard, smelled, touched, or tasted. Examples of concrete words are vocabulary like elephant, blimp, or moor.

On the other hand, words like because, was, and from are ABSTRACT. They have no inherent meaning. This is why many basic sight words are so difficult for students to master.

SEMICONCRETE words fall somewhere in between. Surprise can be used as an example: the conditions surrounding a surprise are able to be represented concretely, but surprise itself is not a concrete object.

Abstract and semiconcrete words must be given more teaching time to allow for concept development.

How fast a student learns a word depends on:
- +++ the word (concrete or abstract)
- +++ the student's background
- +++ the teacher (how it is presented)

If a word is completely new to average readers, they will need 7 exposures to the word BEFORE being able to read it in the text. Students with reading difficulties will need substantially more exposures.

In summary, focus your teaching time on the words students will have most trouble with (abstract words or those that are unfamiliar to their experience or background) and those that students will encounter most frequently and therefore should have as a permanent part of their reading vocabularies.

Strategy For Teaching Vocabulary Words

Your enthusiasm for word study is crucial. You, the teacher, are the single most important factor in whether or not a student will master new words. What you do with a word when a student first meets it largely determines whether the student sees a need to learn the word and remember it.

Here are four steps for introducing a new word:

1. **Introduce the word in meaningful context:**

   Show the word on a card or on the chalkboard (visual clue). Then use the word in a sentence (auditory clue) which gives a contextual example of the word.

   EXAMPLE: Sailor Jack dropped the heavy fustian, rolled it out, and cut a new sail.

   Even though the word "fustian" is new, the example sentence contains context clues to shed light on the meaning of the word.

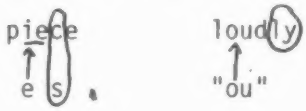
   You will often find contextual example sentences in your teacher's manuals, but you may need to evaluate the examples given to determine whether they highlight the meaning of the word.

2. **Point out the PHYSICAL CHARACTERISTICS of the word:**

   Point out prefixes, suffixes, root words, syllables, unusual vowel patterns, etc.

   Example: pestered
   pest - root word, means something bothersome
   pester - er suffix, one who is a pest
   pestered - past tense

   Example:



3. Give additional CONTEXTUAL EXAMPLES of the word.

   Use both SYNONYM and ANTONYM examples that show what the word is and what it is not.

   > Sailor Jack dropped the heavy fustian,
   > rolled it out, and cut a new sail.
   > (What IS fustian)
   >
   > The king and queen wore clothes made
   > of fabrics other than fustian.
   > (What fustian IS NOT)

   At this point, ask students to make up sentences using the new word. Students retain 70% of what they verbalize. By making up their own sentences they demonstrate their understanding of the word and develop a frame of reference.

4. Give the new words FREQUENT EXPOSURE.

   PRACTICE...PRACTICE...PRACTICE!! Words that are met more frequently are mastered faster, provided there are not too many new words. (See following pages for activities).

These four steps for teaching vocabulary words are particularly necessary for teaching poor readers, since these students have not yet mastered word identification skills and need direct vocabulary instruction. Without specific instruction, the word identification burden makes the reading assignment a frustrating experience. This strategy directly teaches students how to decode words using phonic, structure, and meaning clues.

For slow readers, spend as much time as is necessary going over the new vocabulary words before making the reading assignment. This may mean devoting an entire reading group session solely to vocabulary instruction before students begin to read silently. With the low group, this is time well spent.

Practice!! Practice!! Practice!!

SENTENCE STRIPS

Sentence strips are a good way to provide repetition of new vocabulary words. Place sentences containing the new vocabulary words on paper strips:

The boy sat in the chair.

Many animals live at the zoo.

They rode on the train.

The ticket cost thirty cents.

We will eat lunch on the bus.

Ask the students questions that will lead them to the underlined word.

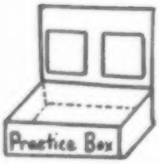
> "Which sentence tells where the boy sat?"
> "Sue, read the sentence aloud for me."
> "Gary, do you agree?"
> "Mary Ann, which word is underlined?"
> "David, spell the new word for me."

Repeat this procedure for each sentence.

Now play the Train Game with the sentence strips.

> Give each student in the group a sentence strip and let them stand in a circle. You will need one more sentence strip than the number of students in the group. (i.e., 5 students - 6 strips). The students take turns reading their sentence to the teacher. As they read the sentence, the teacher asks them a question about their sentence, takes their strip and gives them the one she is holding. The students continue to do this in train fashion until everyone has had an opportunity to read all of the sentences.

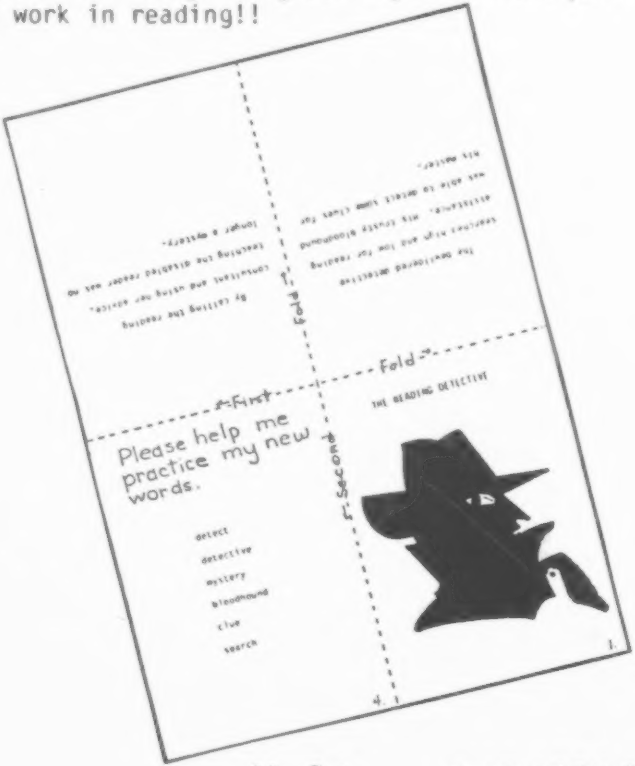
VOCABULARY PRACTICE BOX


Practice Box

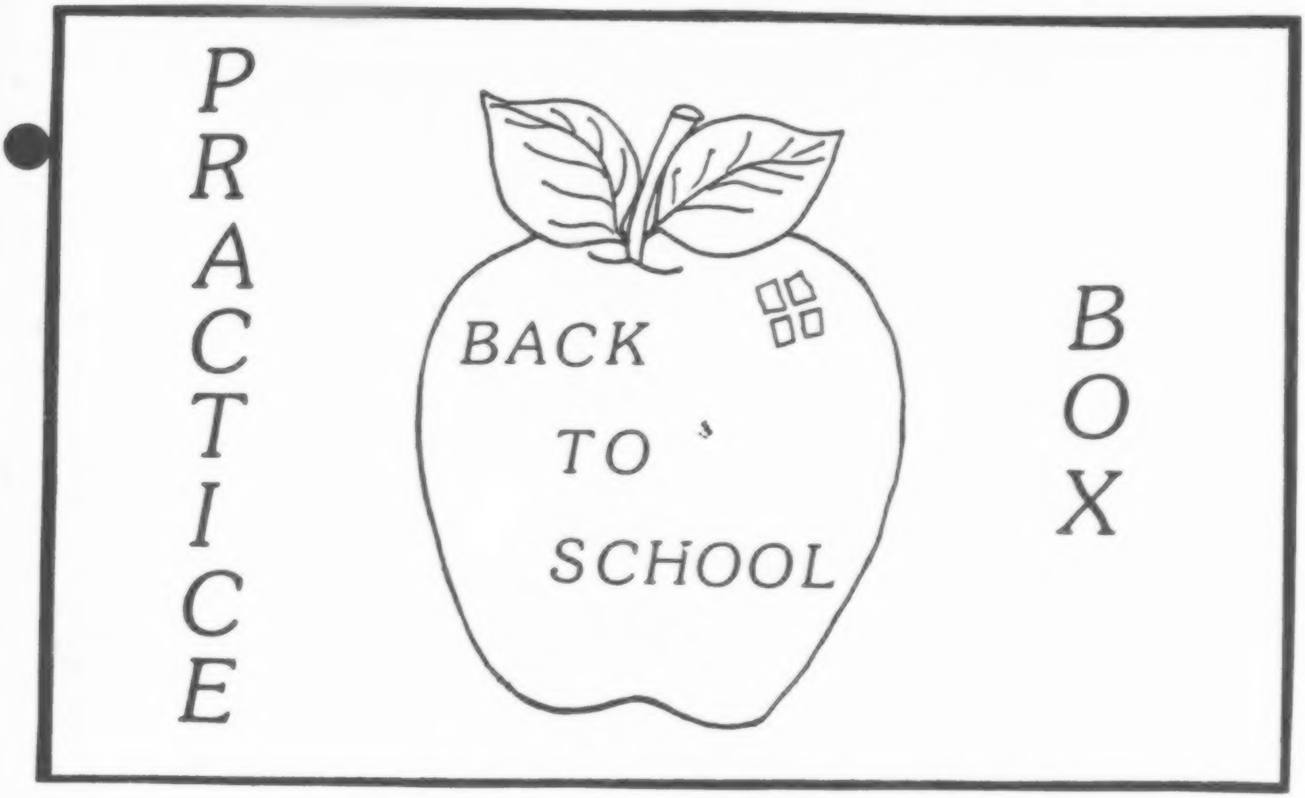
For each story in the basal reader unit, add word cards with the new vocabulary to a Vocabulary Practice Box. Make the same number of boxes as the number of reading groups in your class. (Pattern on next page). As students pull the word cards from the box, they try to pronounce each word and use it in a sentence.

VOCABULARY TAKE-HOME READER

The Vocabulary Take-Home Reader is a one page, folded booklet used as a summary activity for basal reader stories. Reproduced copies of the "mini-reader" include the title of the story just finished, a list of the new vocabulary words, and some sentences about the story. The idea is for students to take these booklets home and read them to their parents, thus reinforcing the new vocabulary and perhaps stimulating further discussion about the story. A great way to inform parents about school work in reading!!


Fold
First
Fold
Second
THE READING DETECTIVE
Please help me practice my new words.
detect
detective
mystery
bloodhound
clue
search
1.
4.

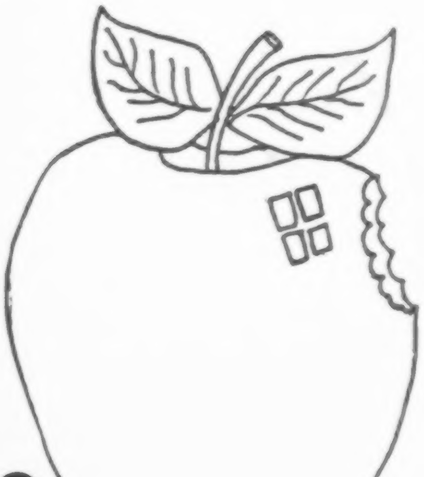
BEST COPY AVAILABLE



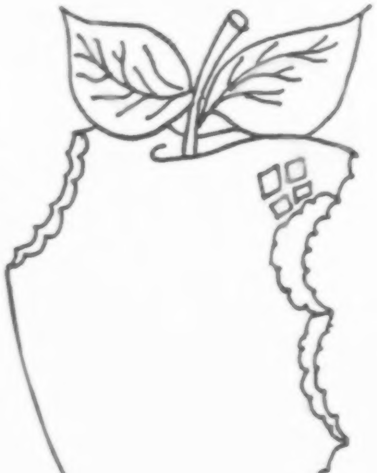
TEACHER DIRECTIONS:

1. Cut out the above, laminate, and glue on the lid of a dime store school supply box or cigar box.

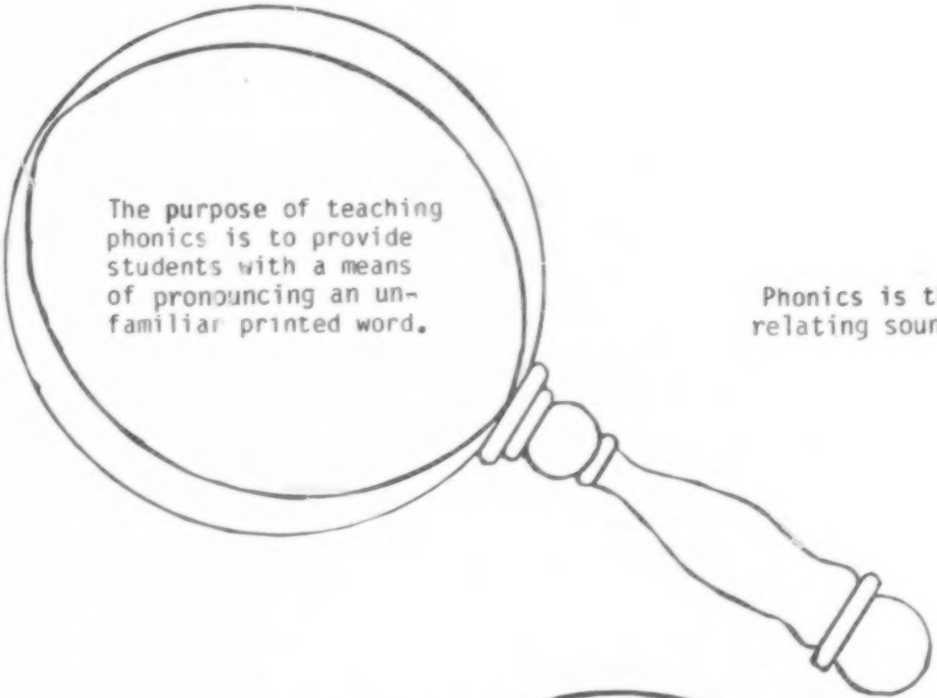
2. Cut out the two apples below. Glue each to the front of a library card pocket. Laminate and then glue the pockets to the inside of the box lid.



3. For each story in the basal reader unit, add word cards with the new vocabulary. Let students sort the cards into the pockets to show the words they can remember and can use in a sentence.

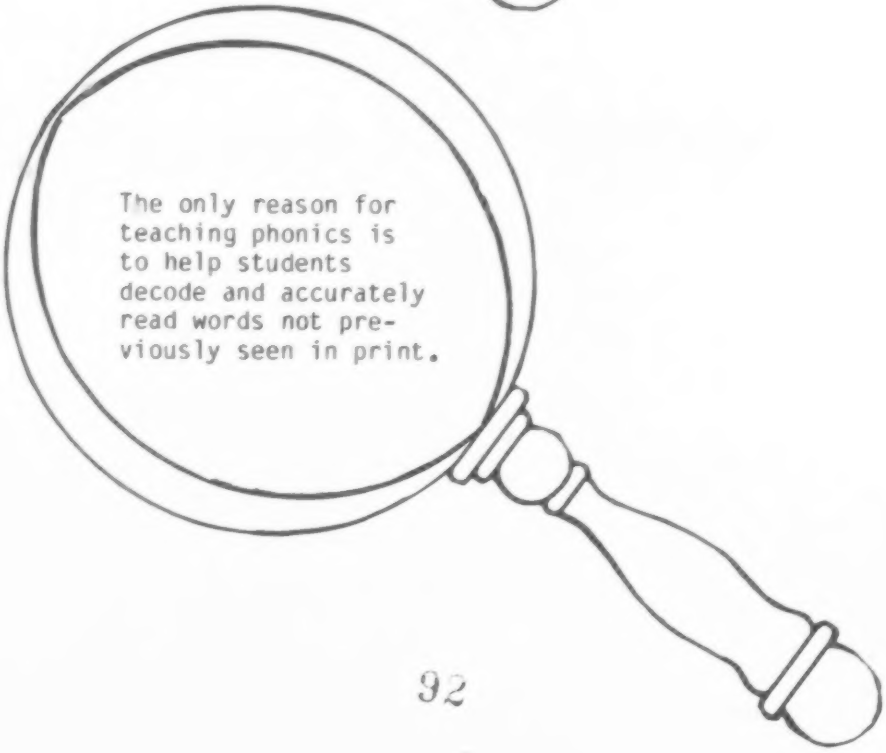


Clues To Teaching Phonics As A Word Recognition Skill



The purpose of teaching phonics is to provide students with a means of pronouncing an unfamiliar printed word.

Phonics is the term used for relating sounds to letters.



The only reason for teaching phonics is to help students decode and accurately read words not previously seen in print.

Don't Be Handcuffed To Phonics

Phonics is not an end in itself, but the means by which students can decode words not instantly recognized.

A student who can correctly complete phonics workbook pages but who fails to apply the principles when reading has failed to master phonics. A student who can tell you nothing about accent, syllables, or schwa, but who can decode a word like hieroglyphics has internalized phonics rules.

So that phonics is recognized as a key to understanding, it is recommended that words not be decoded in isolation, but followed by discussion and usage of the words in oral and written sentences.

Don't confuse phonics with reading. Too many children think that reading is what happens on workbook pages or ditto sheets. Your students should know that phonics can help them with reading but reading is what happens when they encounter a printed page.

When following the procedure for teaching phonics as outlined in basal readers, be sensitive to those students who still, after two teachings, cannot apply the phonics rules.

1. You may need to increase the number of practices. Keep them short!

2. Try a completely different approach. (Visual or kinesthetic teaching methods).

3. Consider the possibility of other problems:
   ---lack of auditory discrimination ability
   ---lack of readiness for the skill
   ---lack of motivation

Pearson and Johnson feel the following commonly taught phoncis skills *do not* contribute to independent *word identification*:[1]

1. *Asking children to place diacritical marks on words.* It is appropriate, however, to teach students how to *read* diacritical marks, syllables and accents. Those are important dictionary skills. But they are not helpful, without serious modification, as word identification skills.

2. *Asking students to draw lines to show the syllables in words.* Both this and the preceding skill are logically capable of being a help, but children often do them backwards. Students say the word, then they mark the vowels or divide the word. Such line drawing is useful in writing for dividing words at the end of a line. However, unless the reverse process is used, this exercise offers little help in decoding.

   Appropriate *uses* for teaching the general concept of syllables...

   +++ Have the student clap out syllables as you pronounce the word.
   +++ Every syllable needs a vowel.
   +++ Putting dots between the syllables can be an aid in pronunciation. (un·der·line)

3. *Asking students to place accents on syllables.* This cannot be done unless the word is already known. There are no good rules for determining accent. The word must be said first.

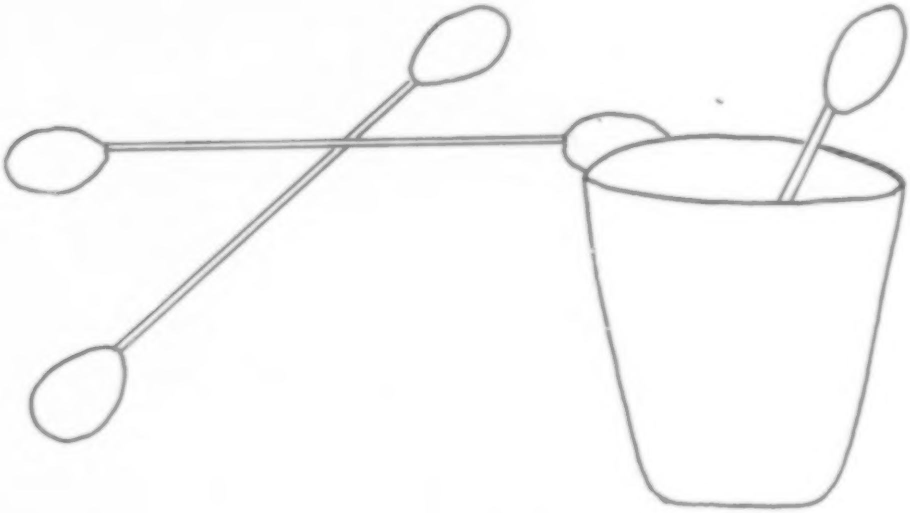
4. *Teaching erroneous rules* such as "When two vowels go walking the first one does the talking." (Meaning the first vowel is long and the other is silent.) In a study of 61 vowel clusters Johnson (1970) found this rule to be true for only four clusters (ai, ay, ee, and oa) 75% of the time or more, and for two others (ea and ow) about 50% of the time. For the other 55 vowel clusters, it was rarely or never true.

---

[1] Johnson, Dale D. and Pearson, David P., *Teaching Reading Vocabulary*, Dallas, Holt, Rinehart, and Winston, 1978.

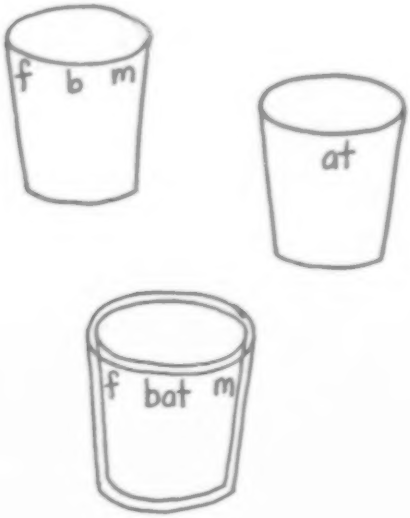
Mystery Vowels

When teaching vowels, send your students to the board. Make sure each student has a cotton swab and a paper cup of water. As the teacher pronounces words, the children print the vowel sound they hear on the board with the cotton swab.

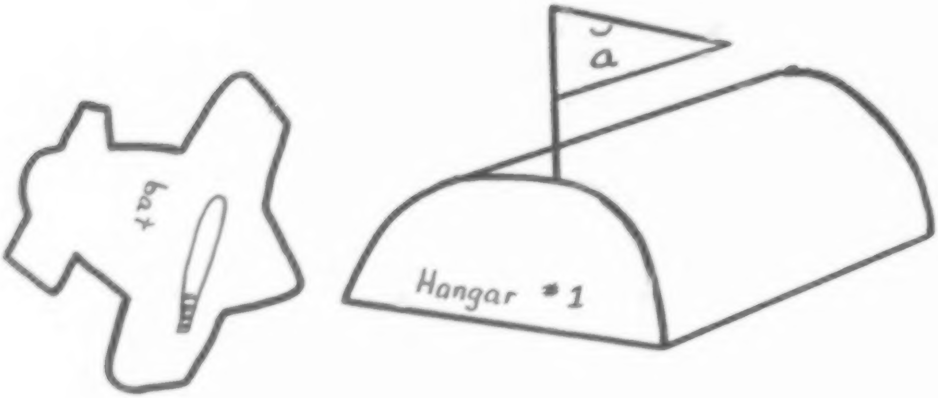


WORD CUPS

Two clear plastic drinking cups can be used to make a new version of the ever useful word wheel. With a paint pen or permanent transparency marker, write consonants, digraphs, or blends on one cup then write a common word ending on the other cup. The first cup is placed inside the second. New words will appear as the cup is turned. This is a great manipulative device to help visual and kinesthetic learners.



The Great Vowel "Fly-In"



The Great Vowel "Fly-In"

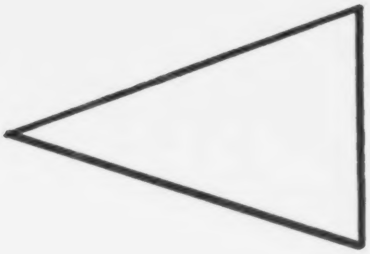
Students can practice letter-sound associations with this manipulative activity.

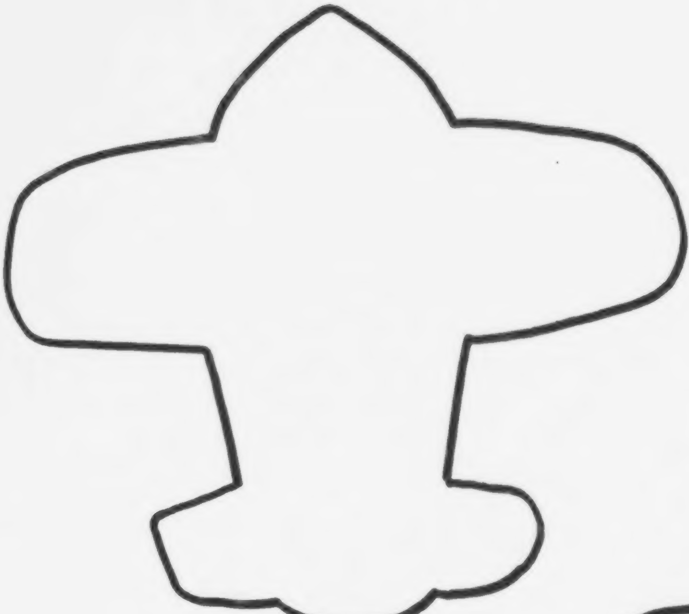
Each airplane has a word or picture to indicate a particular sound. Students place the airplane in the proper hanger, indicated by the sock.

Half an oatmeal box makes a hanger. Attach a triangular air sock to a toothpick and stick in the top of the hangar.

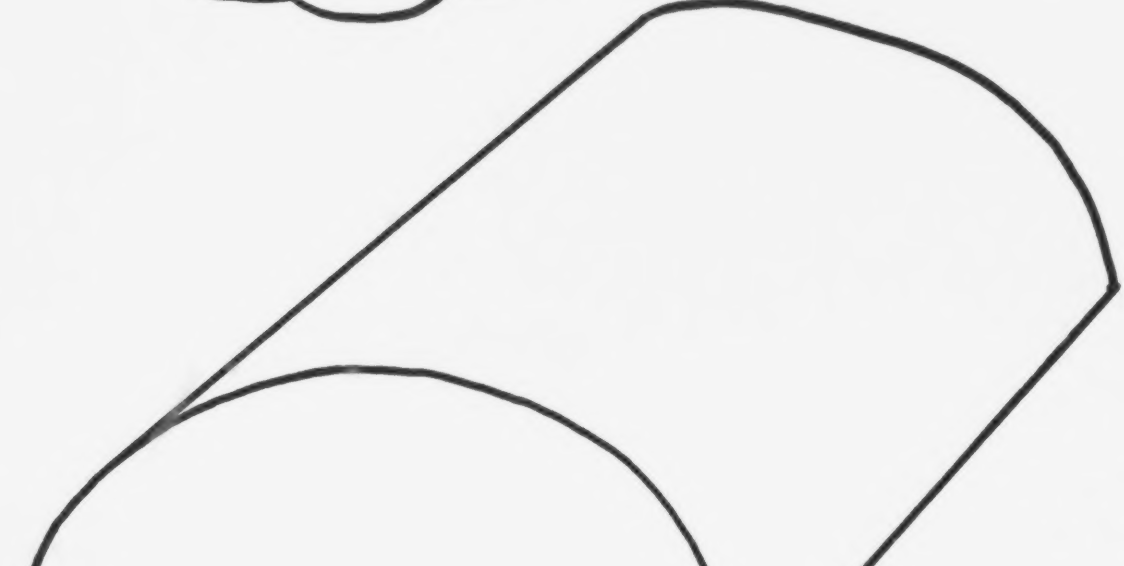
Use for sorting and discriminating short vowel sounds, long vowel sounds, ch-sh digraphs, hard or soft c or g, upper case and lower case lettes, etc.

From: Scoops of Ideas, Oklahoma State Department of Education, Resource Guide, 1981, PP. 149-150.



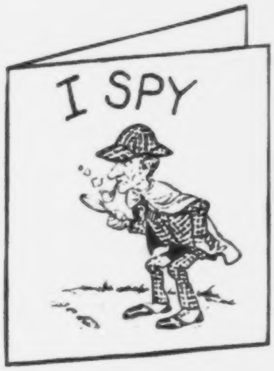


Patterns

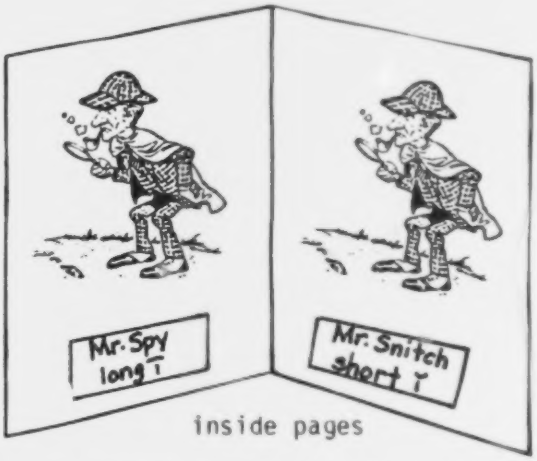


I SPY

File folder activity



front cover


Mr. Spy
long ī
Mr. Snitch
short ĭ

inside pages

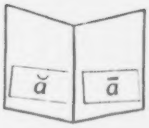
DIRECTIONS: These two detectives are searching for clues. Your mission is to match the clue cards to the correct detective.

Teacher directions: Use this file folder as a sorting activity.

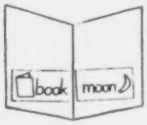
1. Make three copies of the detective pattern. Glue the "I Spy" lettering and one detective on the front of the file folder.

2. Glue the other two detectives on the inside left and right sides of the file folder. Under each detective, glue a pocket to hold the clue cards.

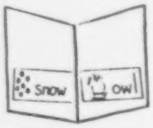
3. Make word cards and label the detectives' clue pockets according to the skill you want to reinforce:



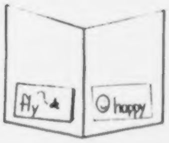
long and short vowels



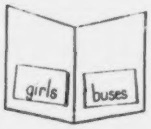
two sounds of oo



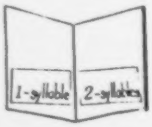
two sounds of ow



two sounds of y


girls
buses

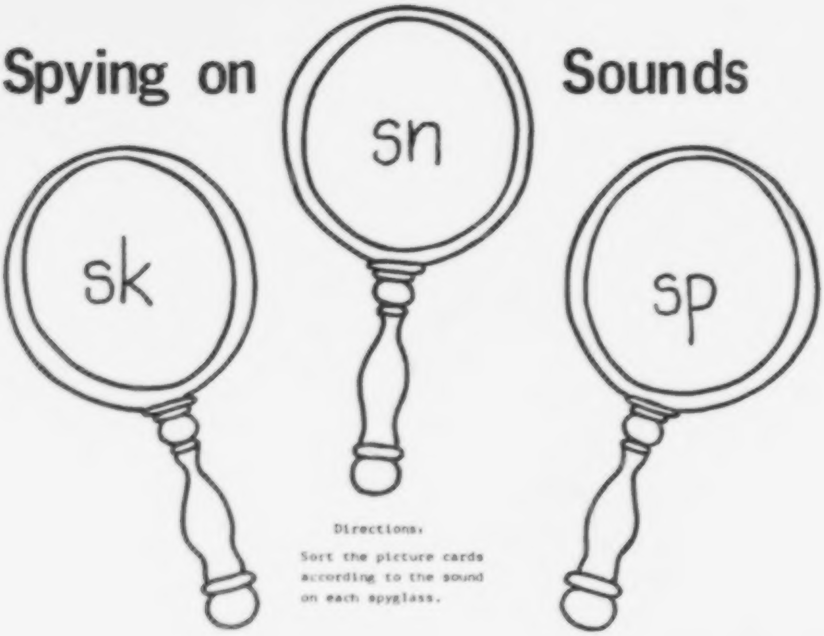
adding -s or -es


1-syllable
2-syllables

1-syllable words or 2-syllables

I SPY

Spying on Sounds

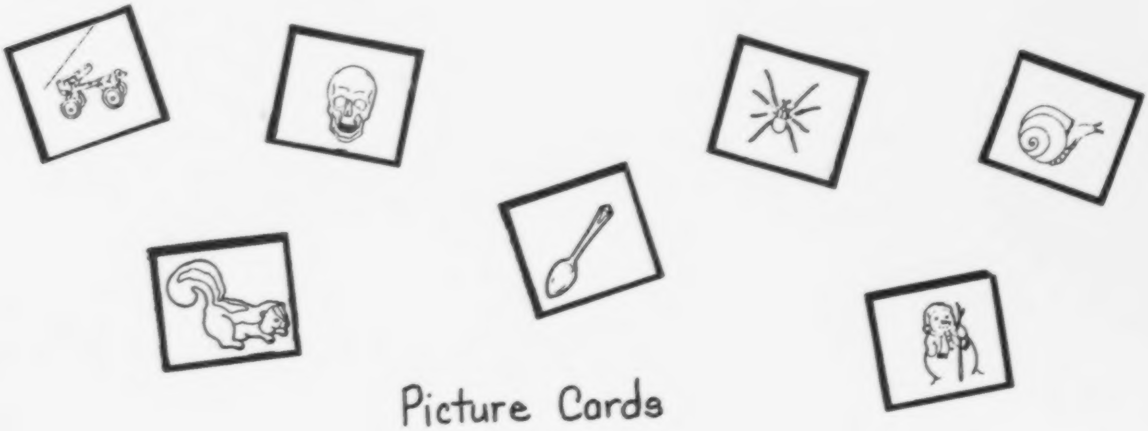


Directions:
Sort the picture cards according to the sound on each spyglass.

This is a manipulative activity for practicing letter-sound relationships.

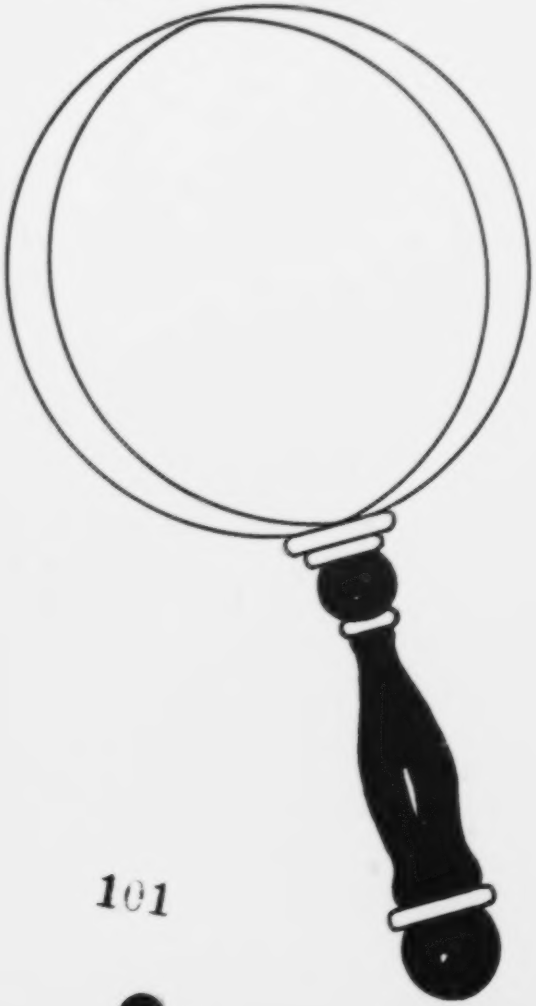
Use as a sorting activity for discriminating initial sounds, initial consonant blends or digraphs, long or short vowel sounds, or number of syllables in words.

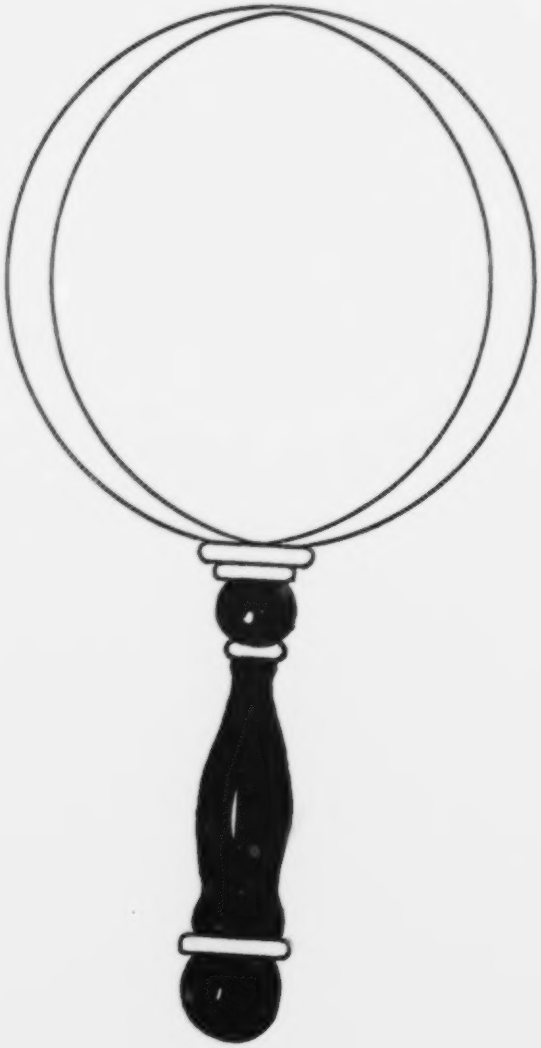
The following page may be used as the front cover of a pocket folder or envelope. Inside, place picture cards representing the sounds to be discriminated. Label each spyglass with a particular sound.

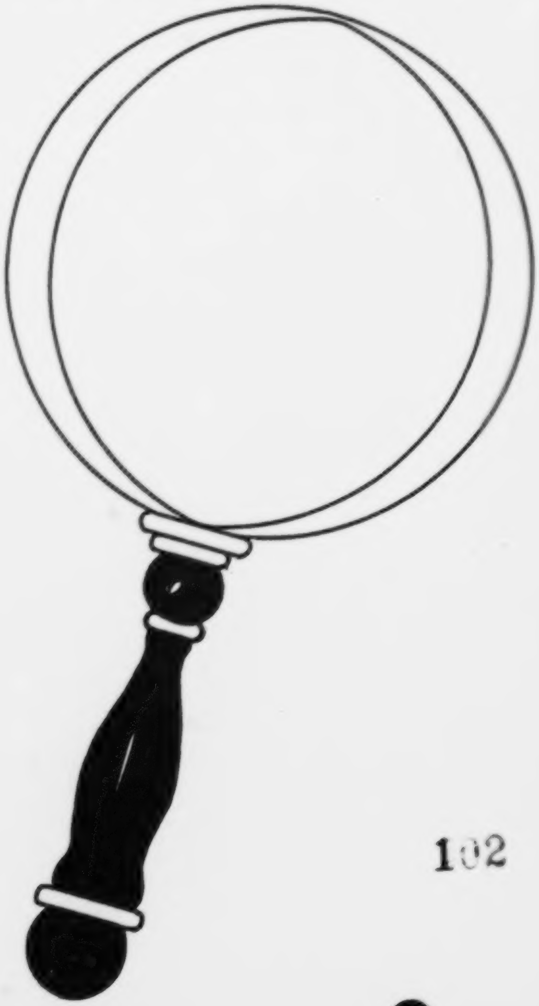


Picture Cards

Spying on Sounds







DIRECTIONS:
Sort the picture cards
according to the sound
on each spyglass.

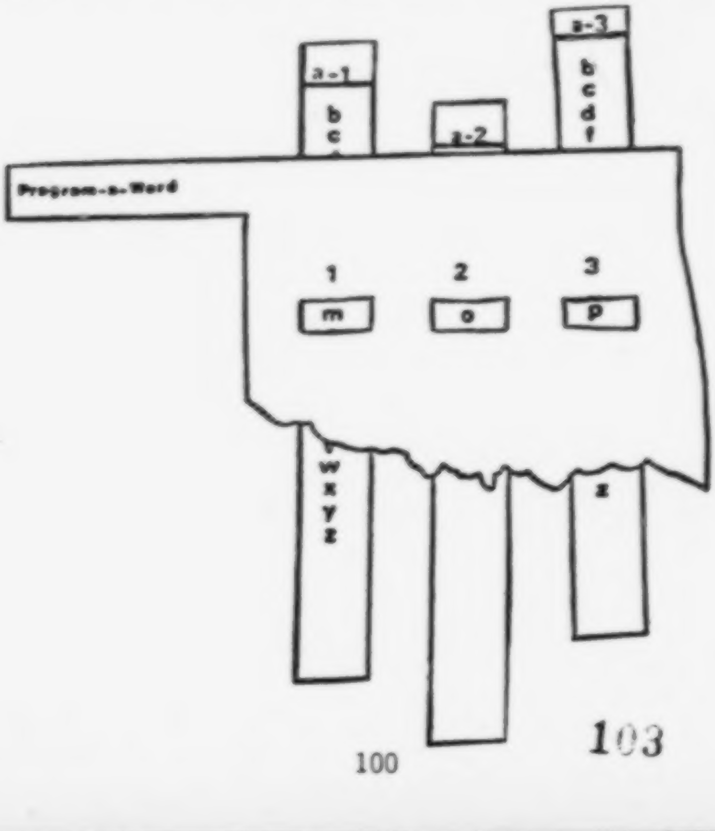
Program-A-Word

Teacher Directions:

1. Cut out the pattern and laminate.
2. Cut out the black lines under 1-2-3. Make sure to leave the white strip intact between the lines.
3. Cut out strips a-1, a-2, and a-3. Laminate to insure they will be reusable.
4. Insert a-1, a-2, and a-3 in the corresponding slots on Oklahoma.
5. Begin to build words.

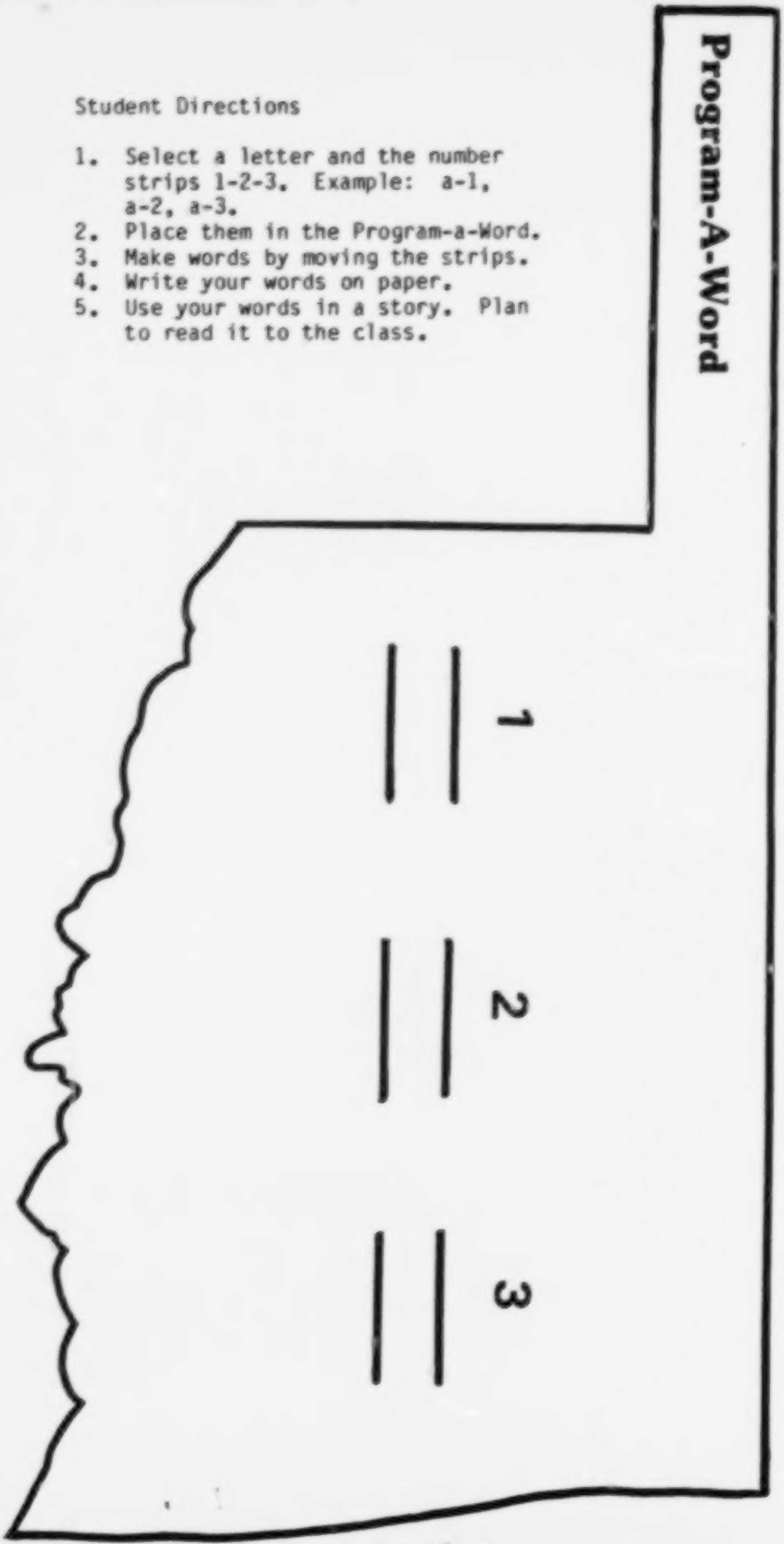
Suggested Uses:

1. Individual students build as many words as possible.
2. Select partners. One acts as the recorder. Set a time limit. Make as many words as possible.
3. Make a list of short a words. Make a list of short e words, etc.
4. Make a list of long a words. Make a list of long e words, etc.



Student Directions

1. Select a letter and the number strips 1-2-3. Example: a-1, a-2, a-3.
2. Place them in the Program-a-Word.
3. Make words by moving the strips.
4. Write your words on paper.
5. Use your words in a story. Plan to read it to the class.



a-1	a-2	a-3
b	a	b
c	e	c
d	i	d
f	o	f
g	u	g
h		h
j		j
k		k
l		l
m		m
n		n
p		p
r		r
s		s
t		t
v		v
w		w
x		x
y		y
z		z

b-1	b-2	b-3
bl	a	b
br	e	c
cl	i	d
cr	o	f
dr	u	g
fl		h
fr		j
gl		k
gr		l
pl		m
pr		n
sch		p
scr		r
shr		s
sk		t
sl		v
sm		w
sn		x
sp		y
spl		z
spr		
squ		
st		
str		
sw		
tr		

c-1	c-2	c-3
ch	a	b
kn	e	c
ph	i	d
th	o	f
wr	u	g
wh		h
		j
		k
		l
		m
		n
		p
		r
		s
		t
		v
		w
		x
		y
		z

d-1	d-2	d-3
bl	a	dge
br	e	ft
cl	i	lk
cr	o	nt
dr	u	nd
fl		ng
fr		nk
gl		pt
gr		sp
pl		st
pr		
sch		
scr		
shr		
sk		
sl		
sm		
sn		
sp		
spl		
spr		
squ		
st		
str		
sw		
tr		

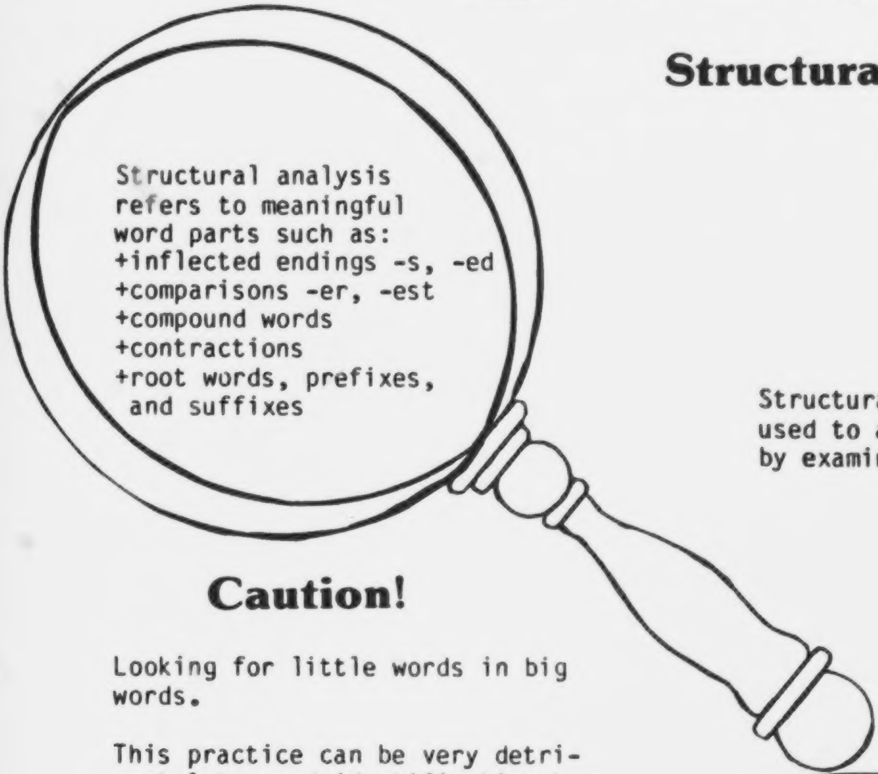
e-1	e-2	e-3
ch	a	ch
kn	e	ck
ph	i	gh
th	o	lk
wr	u	sh
wh		th

f-1	f-2	f-3
b	a	dge
c	e	ft
d	i	lk
f	o	nt
g	u	nd
h		ng
j		nk
k		pt
l		sp
m		st
n		
p		
r		
s		
t		
v		
w		
x		
y		
z		

g-1	g-2	g-3	h-1	h-2	h-3
b	au	b	bl	au	b
c	aw	c	br	aw	c
d	ew	d	cl	ew	d
f	oi	f	cr	oi	f
g	ou	g	dr	ou	g
h	ow	h	fl	ow	h
j	oy	j	fr	oy	j
k		k	gl		k
l		l	gr		l
m		m	pl		m
n		n	pr		n
p		p	sch		p
r		r	scr		r
s		s	shr		s
t		t	sk		t
v		v	sl		v
w		w	sm		w
x		x	sn		x
y		y	sp		y
z		z	spl		z
			spr		
			squ		
			st		
			str		
			sw		
			tr		

Clues To Teaching

Structural Analysis Skills



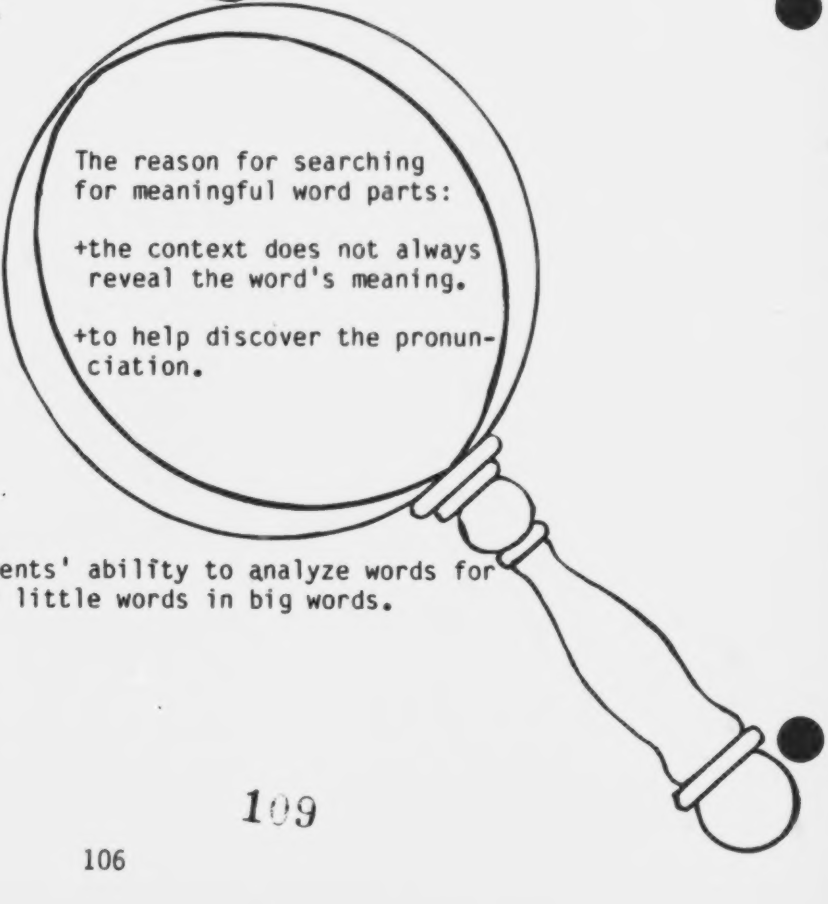
Structural analysis refers to meaningful word parts such as:
+inflected endings -s, -ed
+comparisons -er, -est
+compound words
+contractions
+root words, prefixes, and suffixes

Structural analysis is a skill used to analyze an unfamiliar word by examining its meaningful parts.

Caution!

Looking for little words in big words.

This practice can be very detrimental to word identification because many small "words" assume very different sounds when they are found in longer words: father=fat her some=so me



The reason for searching for meaningful word parts:

+the context does not always reveal the word's meaning.

+to help discover the pronunciation.

In teaching, we must develop students' ability to analyze words for meaningful parts, not to look for little words in big words.

Students with reading problems need step-by-step instruction which explains how to take apart and reassemble unfamiliar words.

Here is an illustration of the process:

carefully
care
careful
carefully

disenchanted
enchant
enchanted
disenchanted

disagreeable
agree
agreeable
disagreeable

disappointment
appoint
appointment
disappointment

invaluable
value
valuable
invaluable

transformation
form
formation
transformation

Guidelines:

1. Separate prefixes and suffixes from the root word. If the root is not familiar, its pronunciation can be worked out with the help of letter-sound relationships.
2. Once a root is identified, the suffix immediately attached to it should be added. If there is a second suffix add it next. Add the prefix last because it obscures the root word.

The following pages may be useful in teaching and practicing structural analysis skills.

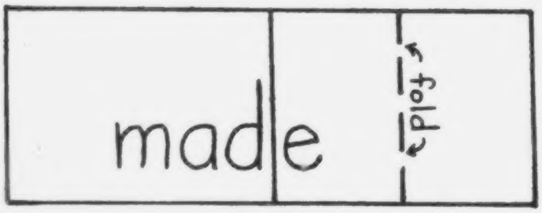
Teaching Aids To Help Build Structural Analysis Skills

To help students learn to see and use the largest, most helpful structural elements in words, try visual aids. They take very little time to prepare and can prove to be very effective.

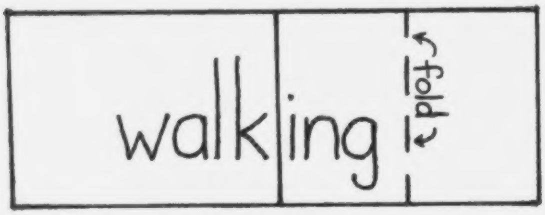
FOLDING CARDS: These visual and manipulative aids will help your students break larger words into useful parts - prefixes, suffixes or endings, and syllables.

Unfolded, the cards show the entire word. Once creased along the dotted line(s), students will be able to see the parts of the word and practice saying the word in parts until they can read it as a whole word. Try it...it works!!!

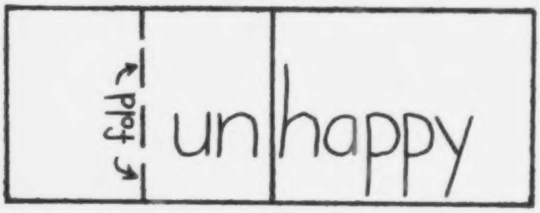
Silent e



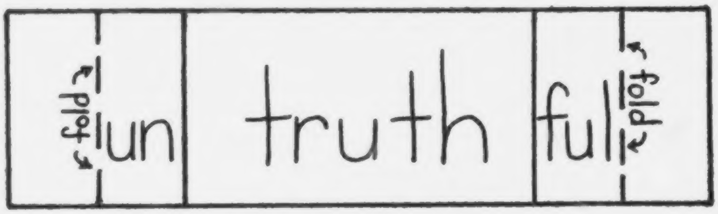
Suffixes/Endings



Prefixes



3-syllable words



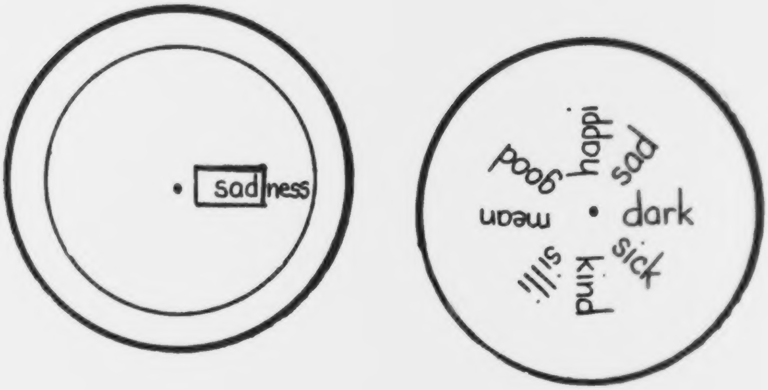

sad ness
happi
sad
good
dark
mean
sick
silli
kind

Figure A.

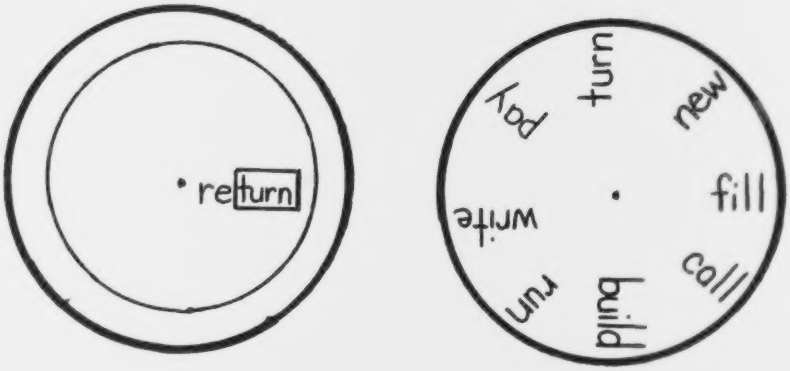
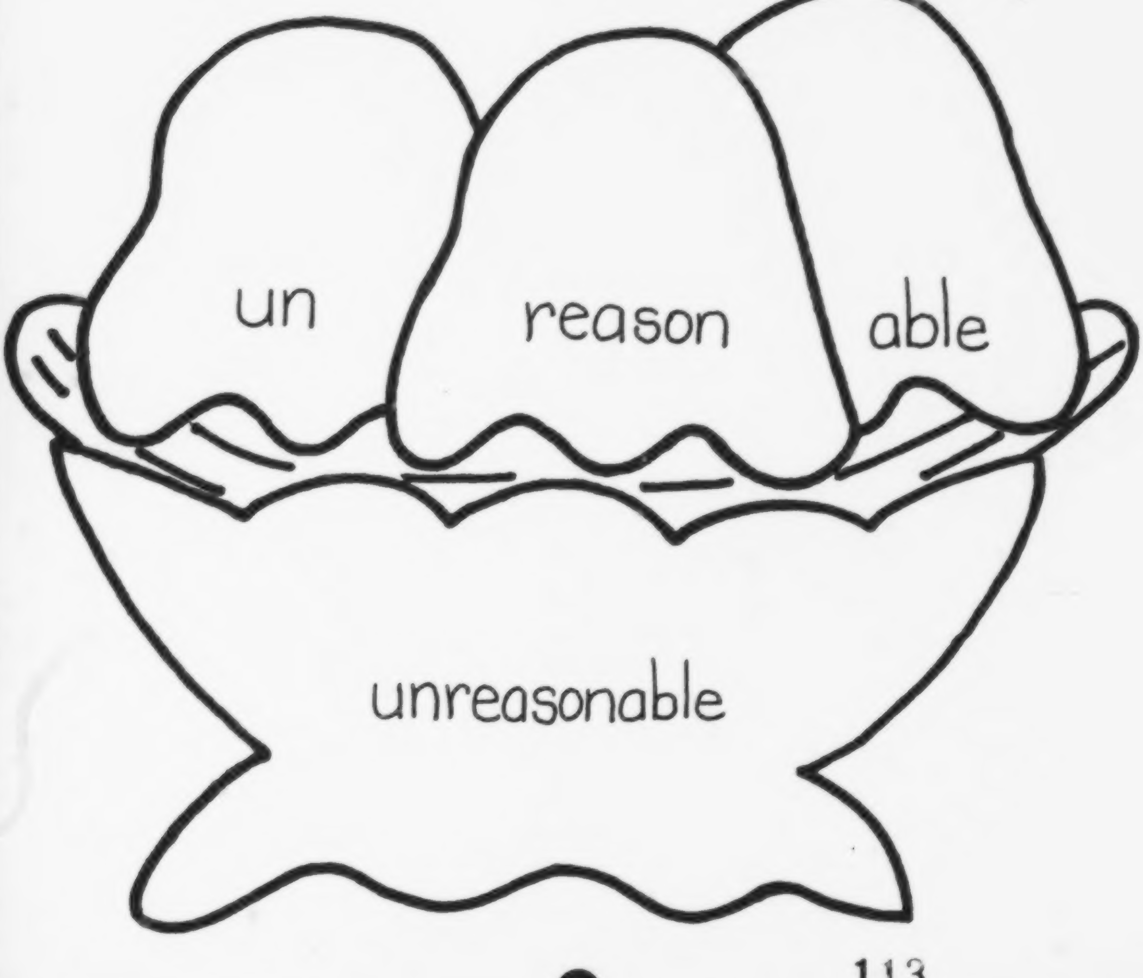

re turn
pay
turn
new
fill
write
call
run
build

Figure B.

Word Wheels. A smaller disk with a "word window" is placed over a larger disk. The smaller disk may be used with suffixes (____ness, ____ment), endings (____ed, ____ing), or word family study (____at, ____it) as the illustration in Figure A shows. Or, as in Figure B, by cutting the window on the outside edge of the circle, the smaller disk may be used with initial blends (spr____, scr____), or prefixes (re____, pre____). On the larger disk, words or word parts are printed so that they rotate into the window.

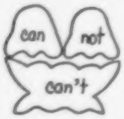
BUILD A SUNDAE


un
reason
able
unreasonable

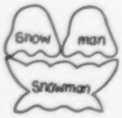
FRONT COVER FOR POCKET FOLDER OR ENVELOPE

Build A Sundae Adaptations:

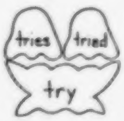
Contractions:


can
not
can't

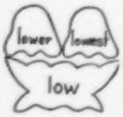
Compound Words:


snow
man
snowman

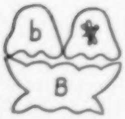
y change to i:


tries
tried
try

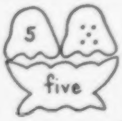
Root Word + -er, -est:


lower
lowest
low

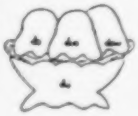
Letters and Sounds:



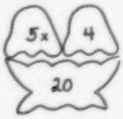
Numbers:

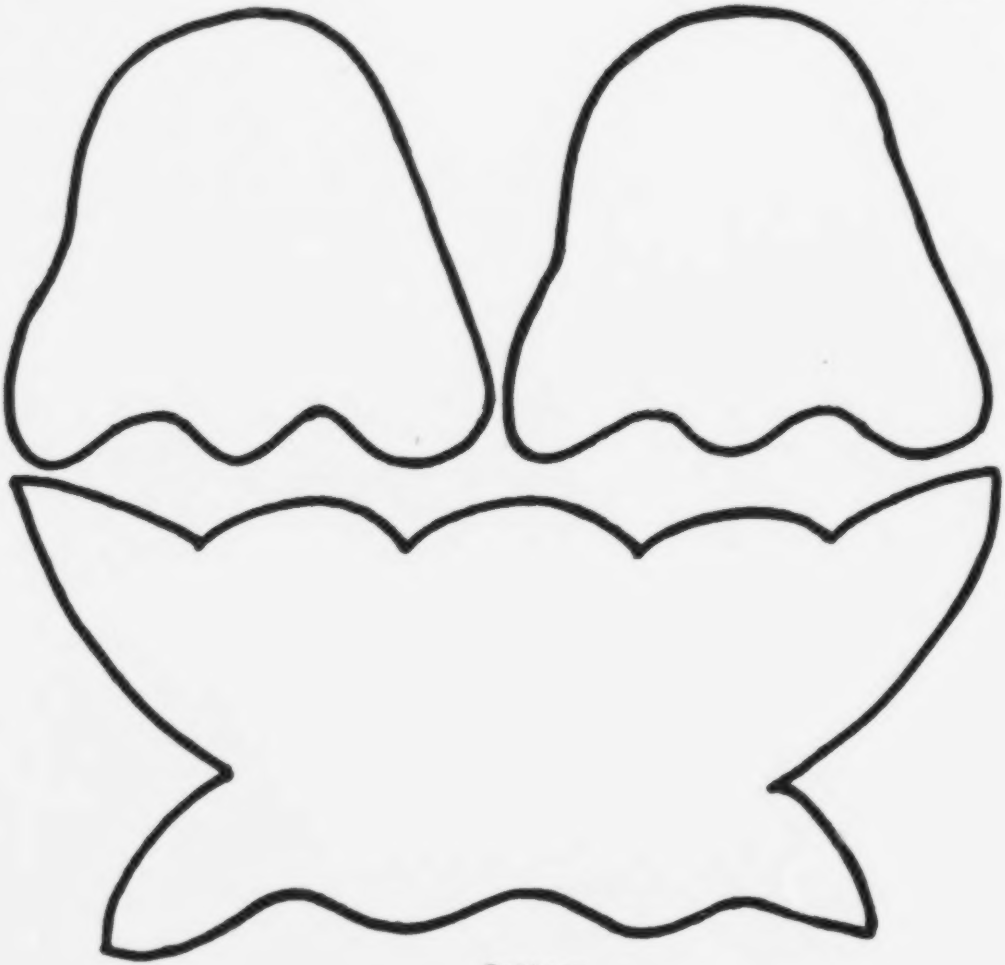


Homonyms:



Math Facts:





Pattern

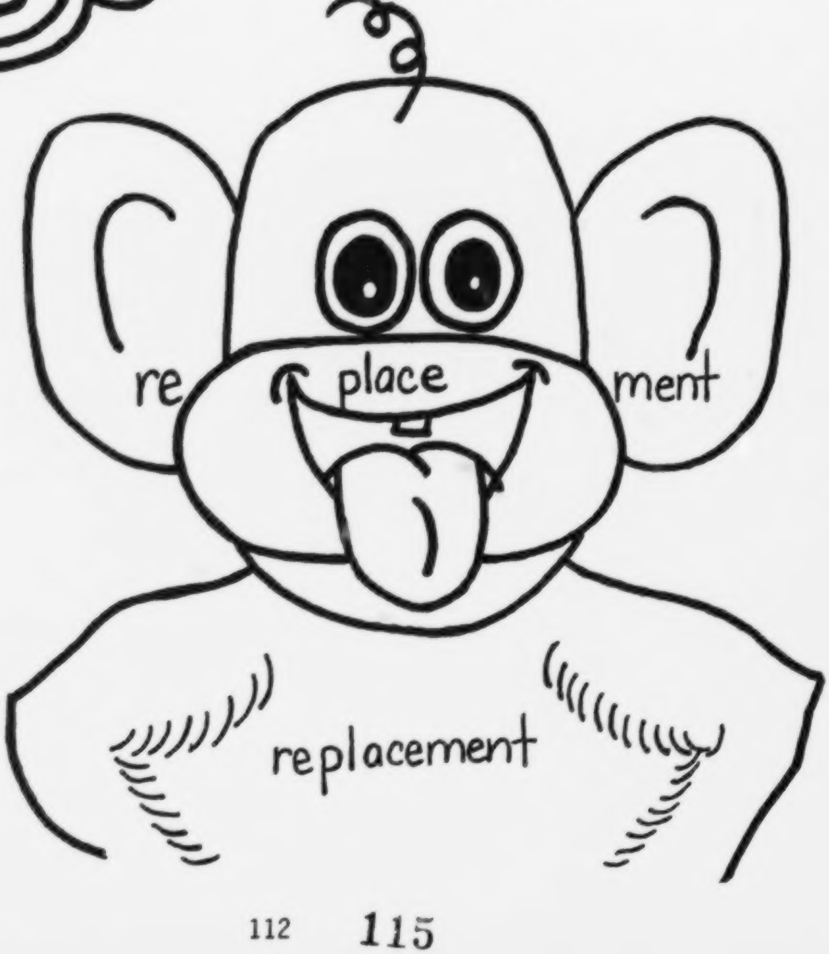
Use as title for
pocket folder or
envelope

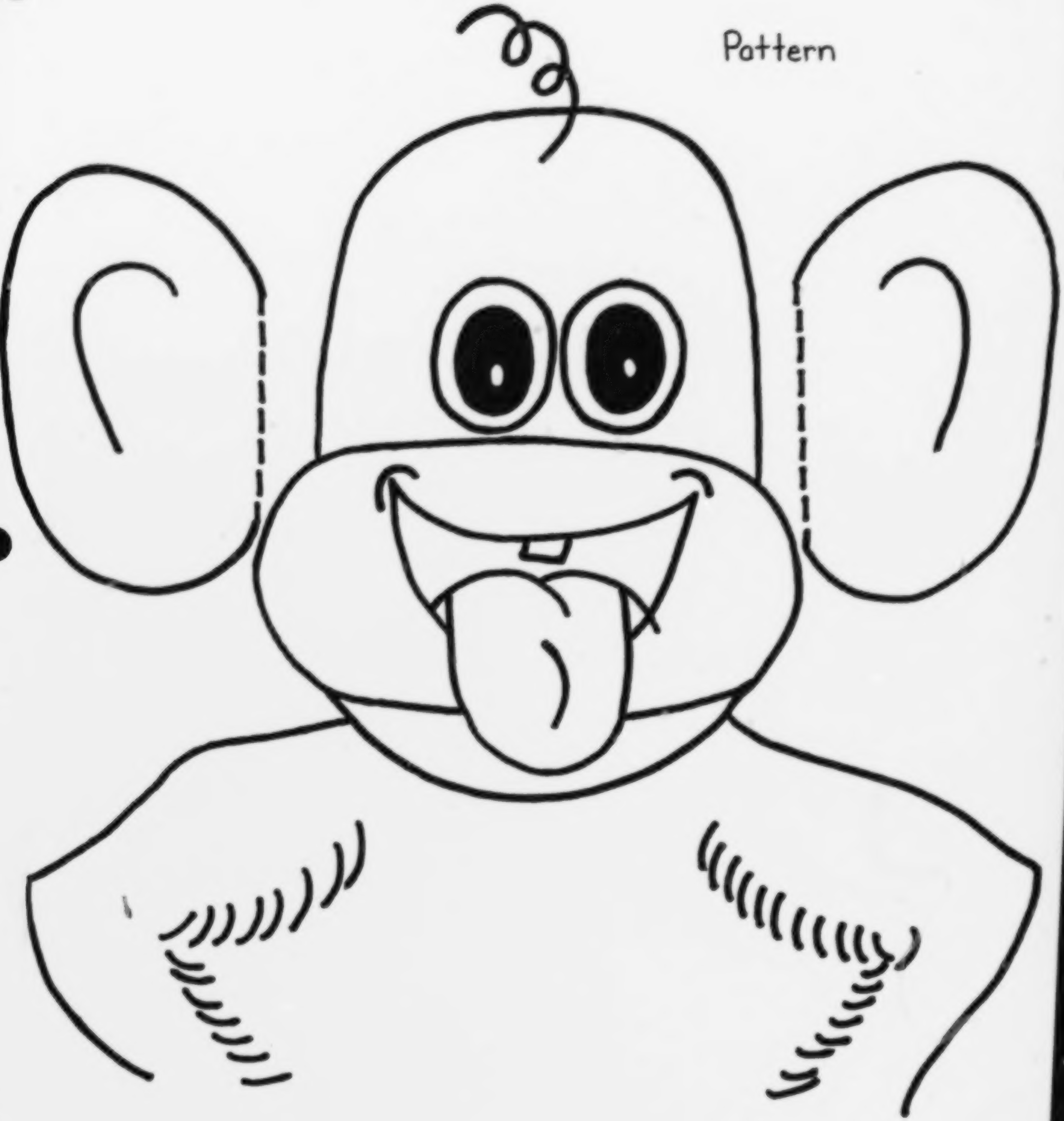
monkey shines

An activity
to reinforce
structural analysis
skills

Student directions:

Match a prefix ear
and a suffix ear
to each monkey.

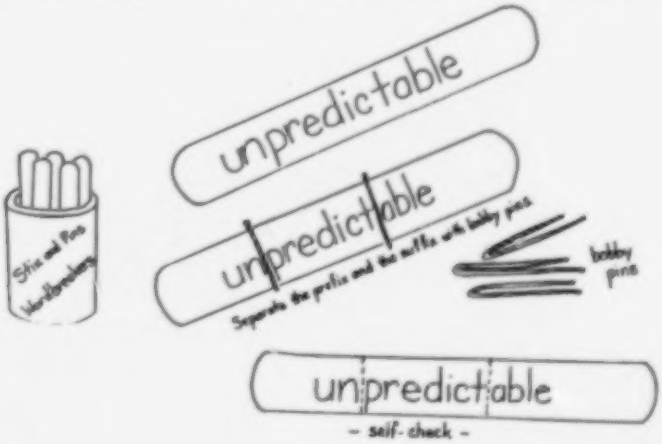

re
place
ment
replacement


Pattern

STIX AND PINS WORDBREAKERS

This activity helps students unlock longer words. Words with prefixes, root words, and suffixes are written on both sides of tongue depressors. Using bobby pins, students separate the prefix and the suffix from the root word. On the back, students may self-check if lines have been drawn indicating the word parts.

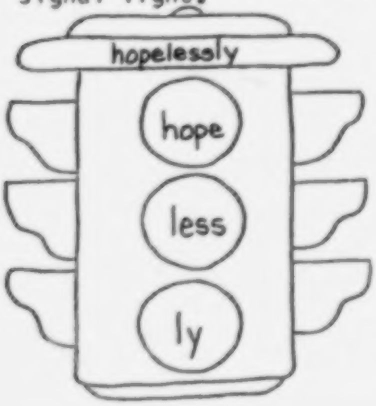
Use also for structural analysis of compound words, words with -er or -est endings, etc.

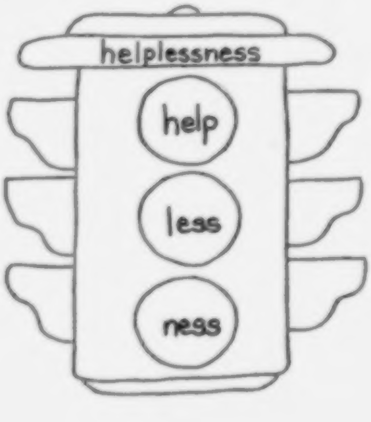

Stix and Pins
Wordbreakers
unpredictable
un|predict|able
Separate the prefix and the suffix with bobby pins
bobby pins
un¦predict¦able
- self-check -

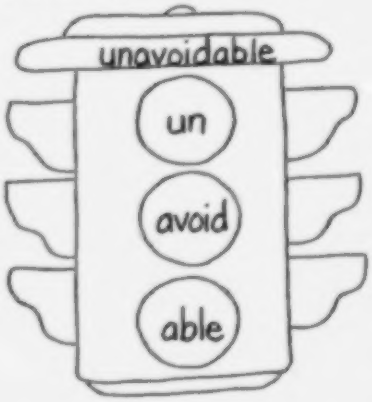
SIGNALS OF MEANING

Use the pattern on the next page for a manipulative structural analysis activity.

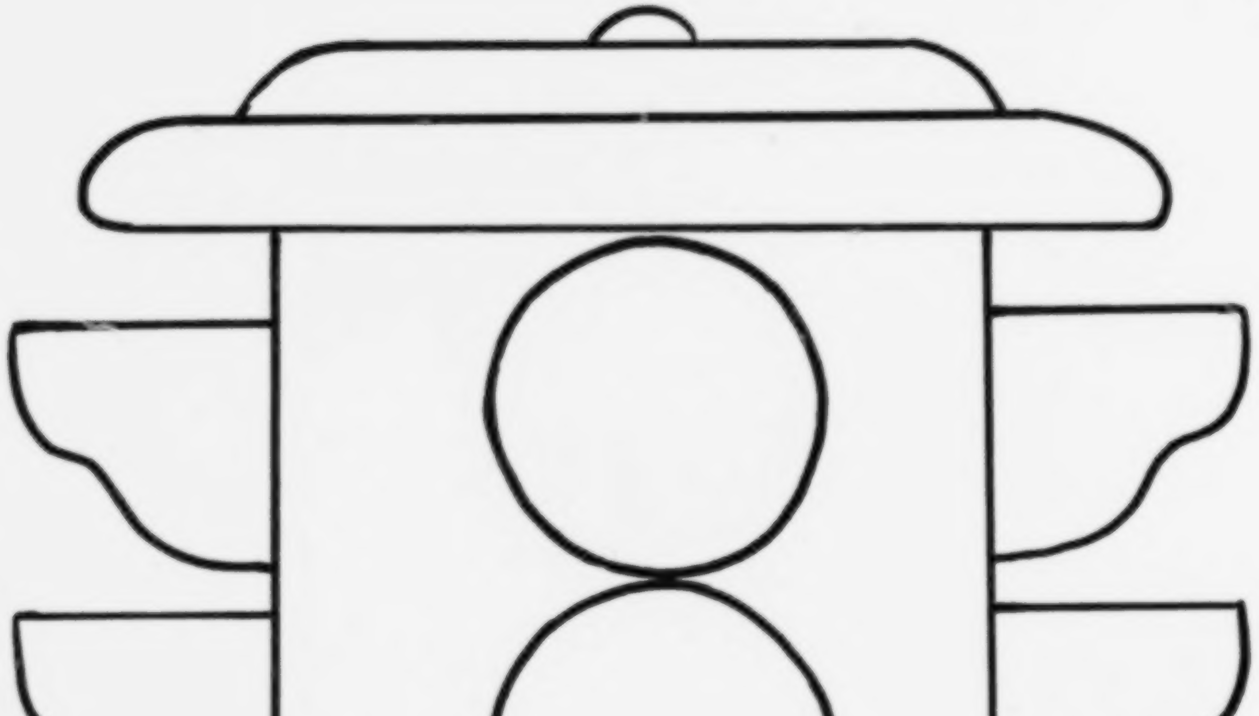
Using red, yellow, and green circles, with prefixes, root words, and suffixes written on them, students recreate the word at the top of the signal light.


hopelessly
hope
less
ly


helplessness
help
less
ness


unavoidable
un
avoid
able

Signals Of Meaning



Clues To Teaching Context Clues

Of the three types of word recognition skills, mature readers use context clues far more often than they use phonics or structural analysis.

Figuring out the meaning of an unfamiliar word by the way it is used in a sentence is more of a habit to be developed than a skill to be learned.

Poor readers need to develop the habit of looking for clues in sentences preceding or following the one containing an unknown word.

When students are reading orally and mispronounce homophones like tear, wind, read, allow them to read to the end of the sentence to see if they self-correct before you teacher-correct.

The girl had a tear in her dress.

We read our library books today.

Be sure to wind the clock before bedtime.

Clues to developing the habit of using context...

During reading, if a student misreads a word, such as, "He sat on a cheer," (chair), ask the student to reread the sentence. Tell him or her that the sentence didn't make sense to you. Insist that reading always make sense.

Encourage students to become detectives when they come across a word whose meaning is unknown:

The soldier was given a medal for his valor in battle. Model the thinking processes involved in selecting clues to figure out the meaning of the unknown word.

Convert context clues workbook exercises into oral practice during reading group time. Especially with poor readers, this will help develop the mind-set that the unknown word must make sense in the context of the sentence or the story.

On small index cards, copy paragraphs containing new or unfamiliar words from the current reading group lesson. During reading group time, each student draws a card from the mystery car (pattern follows). Students turn the card over, pencil in a sensible guess at the word's meaning, and pass the card to the right. In this way, all students are involved in searching for context clues. Students score one point for each correct guess.

Read a short, simple story aloud to your students with this direction: "Listen carefully while I read this story. Then you're going to help me read it again." When you begin to read the story a second time, omit obvious words, giving only the beginning sound, and have students supply the word by using context clues.

Play "What's Missing?" Copy a page from a student reading book, cutting off about one inch at the right hand margin of the page. Ask students to figure out what words were chopped off the page.

The "cloze" procedure refers to the practice of having students read passages in which some of the words have been deleted. The student is to read the passage and supply the missing words. Sometimes words are deleted at regular intervals (every fifth or seventh word), and sometimes words are deleted by parts of speech (all adjectives or verbs). To be able to supply the missing words requires the reader to pay attention to the surrounding words--thus developing the habit of using context clues. The following is an example of a cloze paragraph. Can you supply the missing words?

Teach students to find material that ______ not too difficult for them by ______ a 100-word passage from the book ______ are about to read. They should ______ told that when they read these ______ words they should not find more ______ one or two words they do ______ know. This refers to material the ______ would be reading without any type ______ review of the words or ______ content before they begin reading. Research in ______ area shows that students cannot be ______ to comprehend well unless they have ______ word recognition of the material.

Commercial materials are available for cloze practice, but teachers can make cloze materials quite easily by photocopying a page from a reading book and deleting words with white-out correction fluid. Newspaper articles may also be used--simply mark out the words and let students fill in the blanks on their own paper.

Answers to cloze paragraph:

is, counting, they, be,
100, than, not, students,
of, the, this, expected,
rapid or automatic.

The following modified cloze procedure is a strategy for helping students develop the habit of using context clues.

Each day, choose ten sentences from the group's reading lesson. Delete one word from each sentence.

1. At first, supply all the consonants in the missing word: The forest was quiet and p___c__f__l.
2. Later, as students show proficiency, supply only the first and last letters of the missing word in each sentence: Lights were twinkling in e____y window.
3. The next step is to supply only the initial consonant of the missing word: The candlelight gave the r_______ a soft, cozy glow.
4. Finally, omit one word entirely from each sentence. This forces students to depend on context clues alone for assistance in choosing a sensible word: Did you know that most bicycles ______ about thirty pounds?

Through this approach students discover that both context and letter clues are important in decoding unknown words.

I am small.
I am brown.
I like gardens.
I eat carrots.

Riddles are a type of context clue. Collect easy-to-read riddles from workbooks for easy reading practice that encourages both sight word development and the use of context clues. Write riddles on chart tablets for students to flip through for easy "I Can Read" practice.

Use easy-reading context clues bulletin boards:

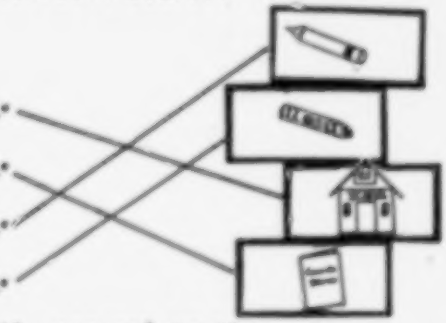
SCHOOL

Every day I go to ____________.

I read _________________________.

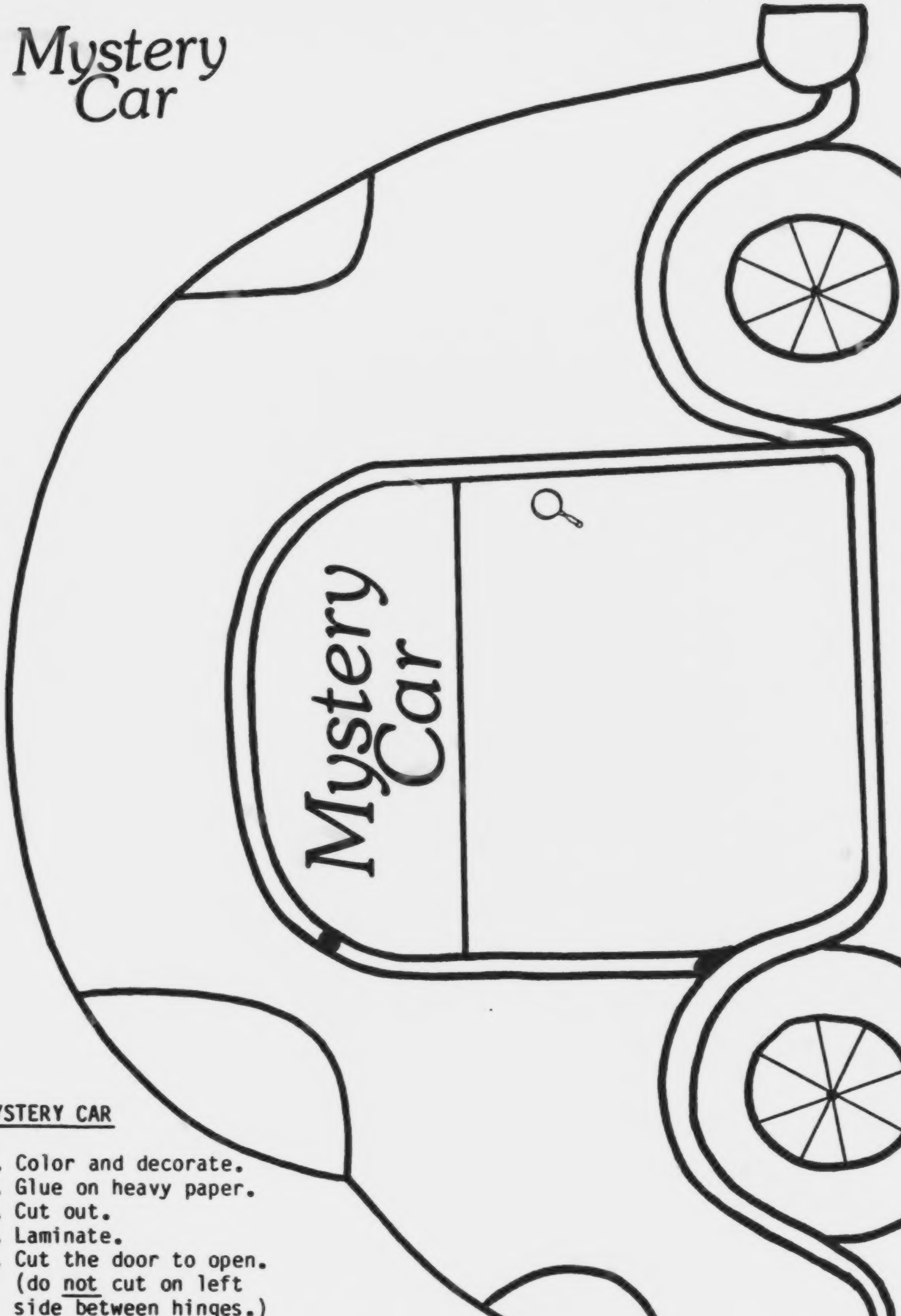
I write with a ________________.

I color pictures with a ______.



Attach the "real" objects (pencil, crayon) to the word cards and let students match the sentences and words with string.

Mystery Car

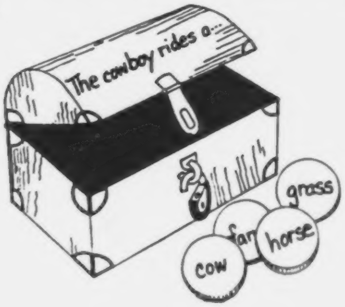


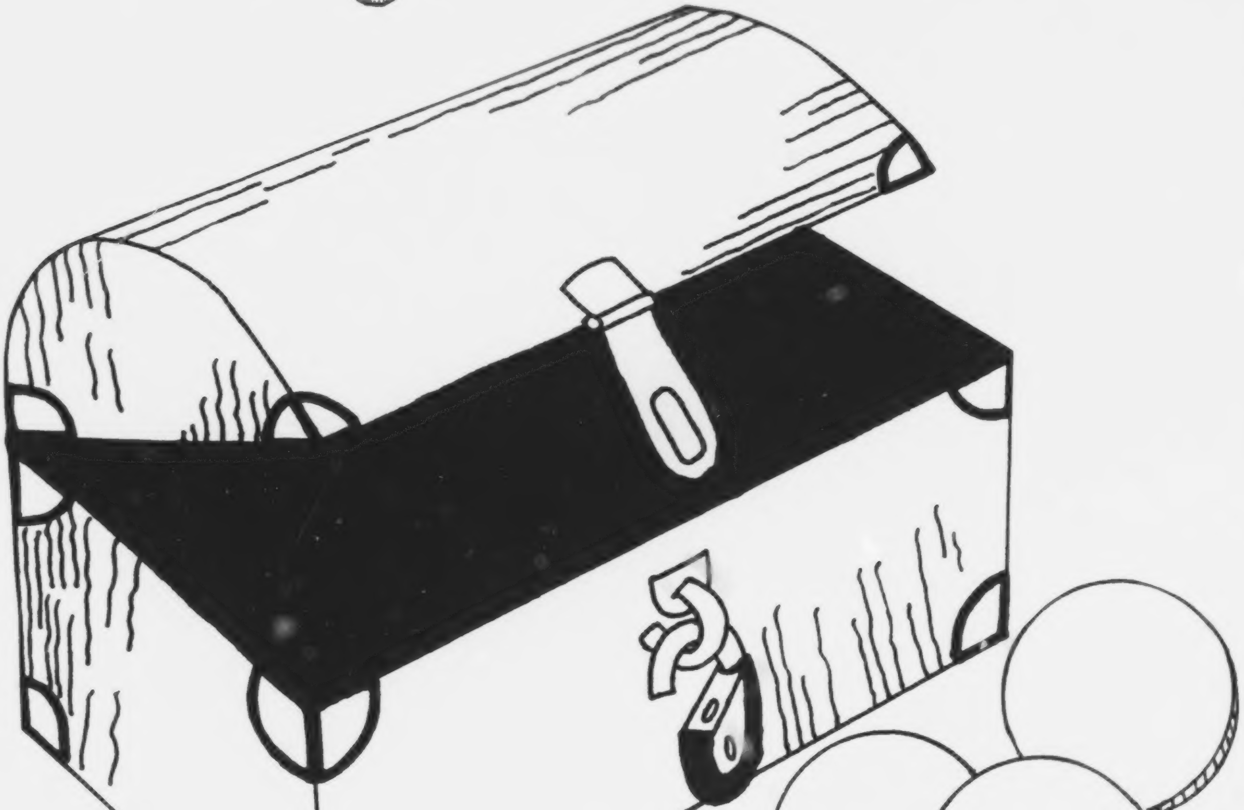
MYSTERY CAR

1. Color and decorate.
2. Glue on heavy paper.
3. Cut out.
4. Laminate.
5. Cut the door to open. (do not cut on left side between hinges.)
6. Cut hole in plastic gallon milk jug that will correspond with the car door.
7. Attach the car to the jug with two brads.

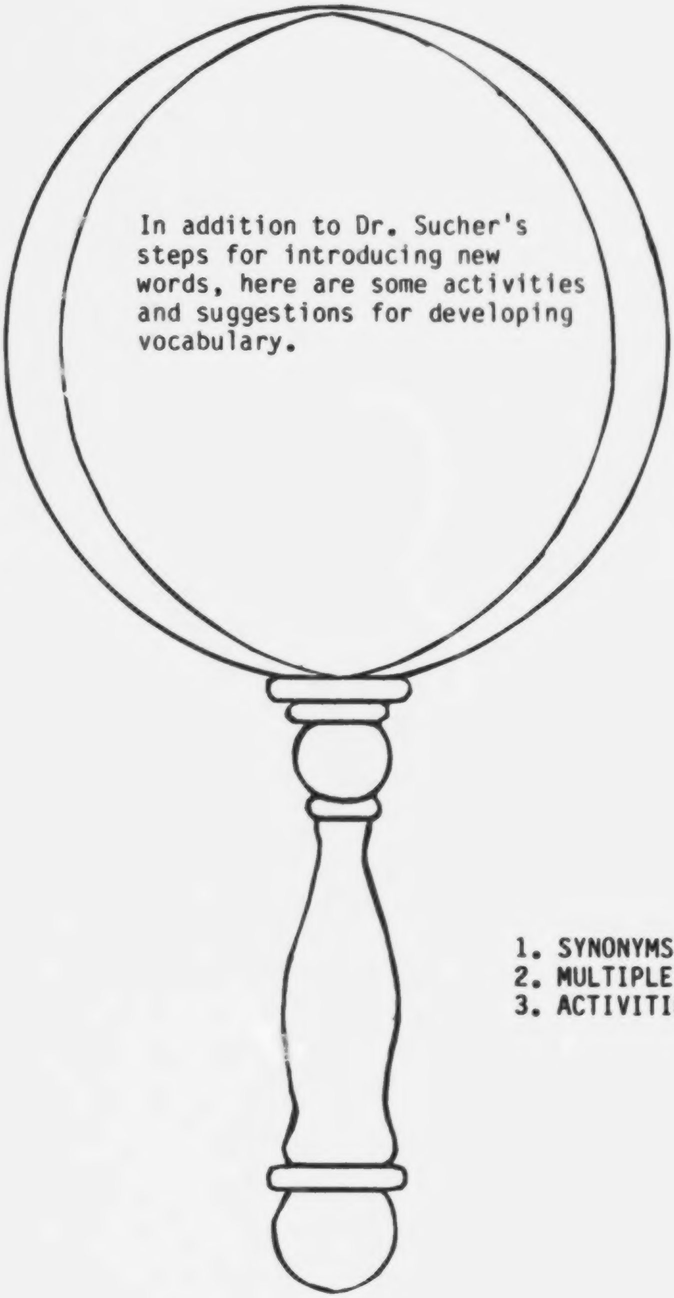
CONTEXT CLUES MANIPULATIVE ACTIVITY

Make six to ten treasure chests and coins. Write an incomplete sentence on each treasure chest. Write a word to complete the sentence on each coin. Students match sentences and the words that correctly complete them.


The cowboy rides a...
grass
fan
horse
cow



Clues For Teaching Word Meanings

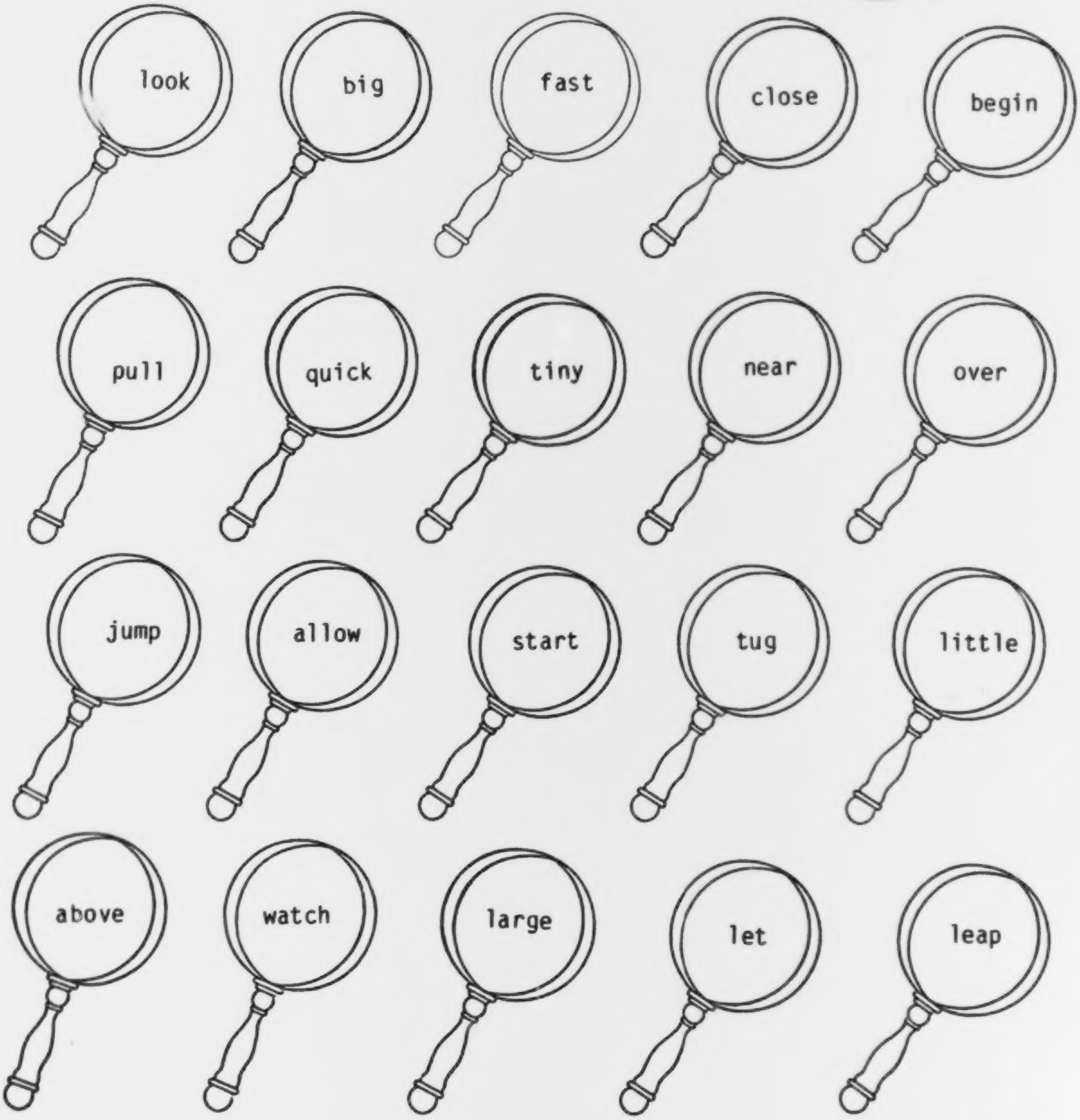


In addition to Dr. Sucher's steps for introducing new words, here are some activities and suggestions for developing vocabulary.

1. SYNONYMS AND ANTONYMS
2. MULTIPLE MEANINGS
3. ACTIVITIES THAT BUILD VOCABULARY

SEARCHING FOR SYNONYMS

The search in ON!! Get 10 different-colored crayons. For each color, find two spyglass words that mean the same thing. Your job is complete when you have colored 10 sets of synonyms.


look
big
fast
close
begin
pull
quick
tiny
near
over
jump
allow
start
tug
little
above
watch
large
let
leap

VOCABULARY WORKSHEET

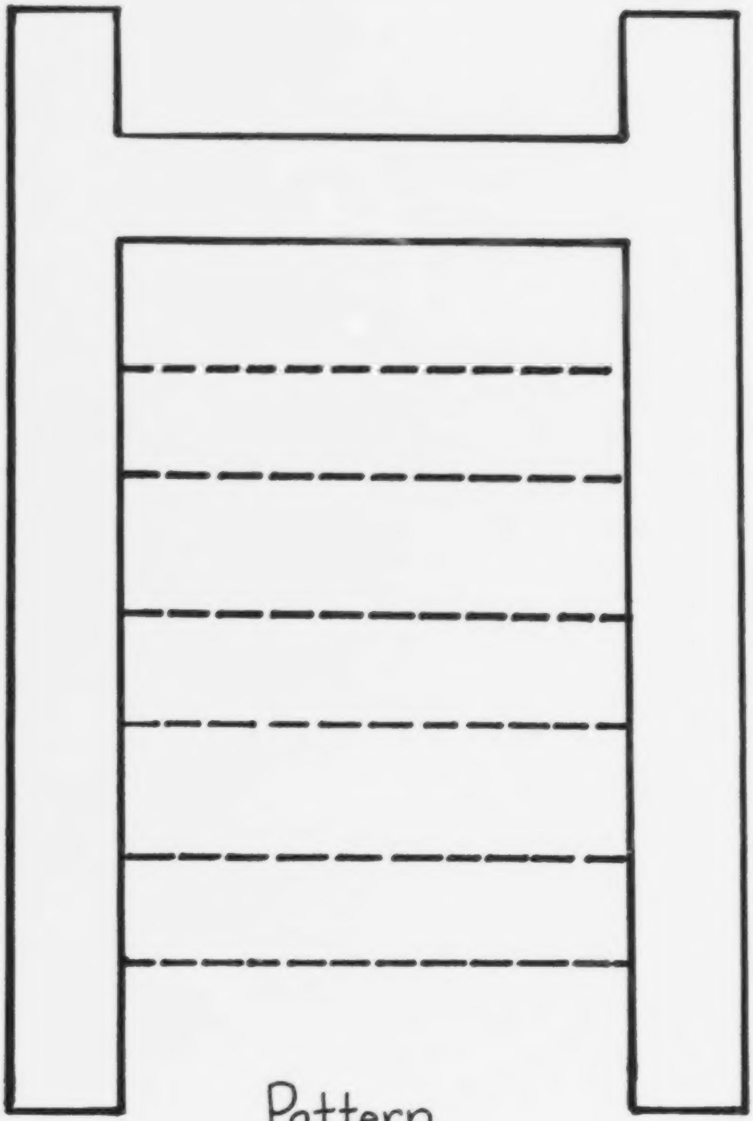
New Word	Pronunciation	Synonym	Antonym
1.			
Word used in a sentence:			
2.			
3.			
Sentence:			
4.			
Sentence:			
5.			
Sentence			
6.			
Sentence:			
7.			
Sentence:			
8.			
Sentence:			

SYNONYM LADDERS

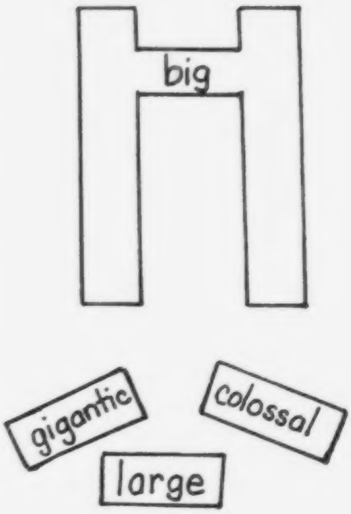
Make ladders in the shape of a tall capital letter H. On the top rung, print a word that has several synonyms, like pretty, happy, sad, big, small, etc. Students find the rungs that are synonyms for the ladder word.

Poster board, cardboard, or any similar heavyweight, durable material can be used to make the ladders and rungs. Store the pieces in a 6" x 9" envelope or a plastic bag.

This is a manipulative activity that reinforces the idea that several words can mean nearly the same thing. Students might even make their own Synonym Ladders to challenge each other. Send them to a thesaurus to find synonyms.



Pattern



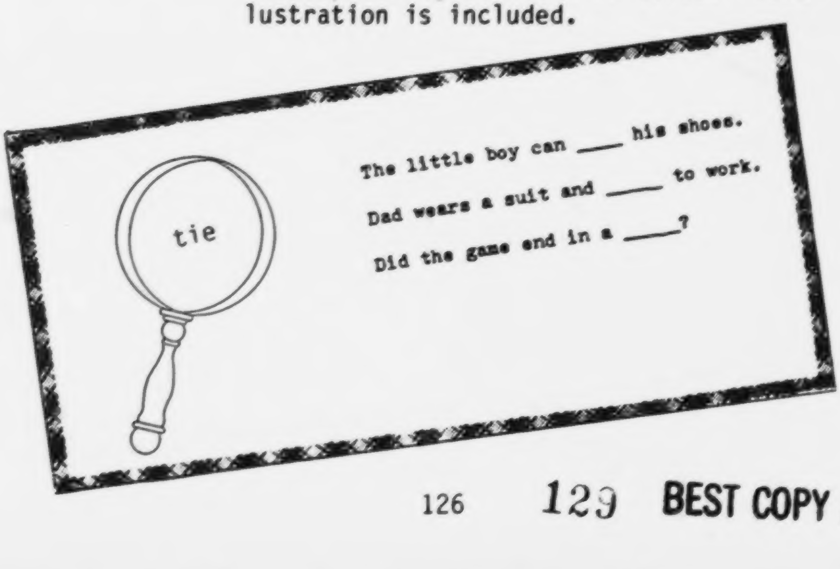
MULTIPLE MEANINGS

Reading books to your students is an enjoyable method of teaching the multiple meanings of words. Before reading, discuss some of the multiple meanings of the words so that students will enjoy the humor.

Gwynne, Fred. A Chocolate Moose for Dinner. Windmill, 1970.
The King Who Rained. Windmill, 1970.
Parish, Peggy. Amelia Bedelia. Harper and Row, 1963.

MULTIPLE MEANINGS ACTIVITY

Student directions:	Each spyglass contains a word that has different meanings when used in different contexts. Your job is to match the spyglass word to the proper card. One word correctly completes all the sentences on any one card.
Construction directions:	Cut apart each of the 12 cards and mount on colored construction paper or poster board. Laminate the cards and the page of spyglass words; cut apart. Keep the spyglasses in a plastic bag inside a pocket folder or envelope along with the 12 cards. Cover illustration is included.



The little boy can ____ his shoes.

Dad wears a suit and ____ to work.

Did the game end in a ____?

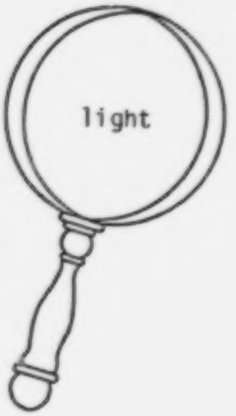
BEST COPY AVAILABLE

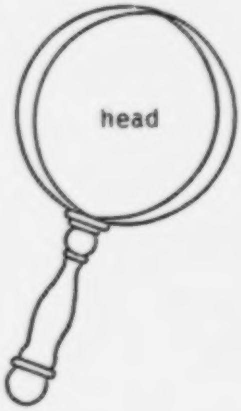
FRONT COVER ILLUSTRATION

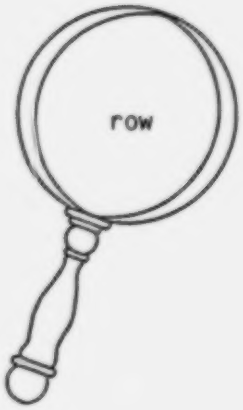
Multiple Meanings

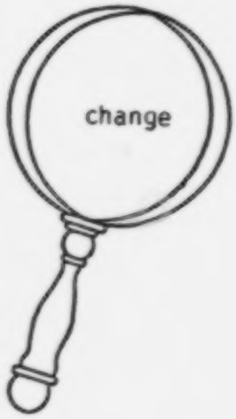
See the fly fly!

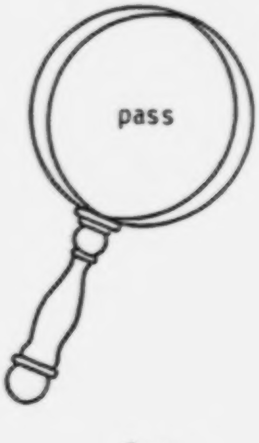
DETECTING MULTIPLE MEANINGS











Jean hopes she can ______ the spelling test.

Please ______ me the butter.

The quarterback threw a long ______.

The flowers were planted in a ______.

We'll have to ______ the boat because it doesn't have a motor.

Are you going to the track ______?

I'd like for you to ______ my Mom.

______ me in the park after school.

I _____ Mom's favorite dish.

I'm too _____ to buy any candy.

Someone _____ into our school Monday night.

There is a _____ buzzing around my head.

I would like to _____ in an airplane.

Our team came in _____ place.

Do you think the snow will _____ until tomorrow?

The little boy can _____ his shoes.

Dad wears a suit and _____ to work.

Did the game end in a _____?

Do these socks _____ my pants?

Get a _____ to start the fire.

I had fun watching the tennis _____ on TV.

Turn on a _____ if you're going to sit there to read your book.

I can lift this box; it's _____.

In the spring, the leaves on the trees are _____ green.

Let's _____ our clothes now and go swimming.

Did you have any _____ left from the dollar bill?

He bumped his _____ getting out of the car.

Mom used a _____ of lettuce in the green salad.

He finished at the _____ of his class.

Did you hear the doorbell _____?

She wears a _____ on her finger.

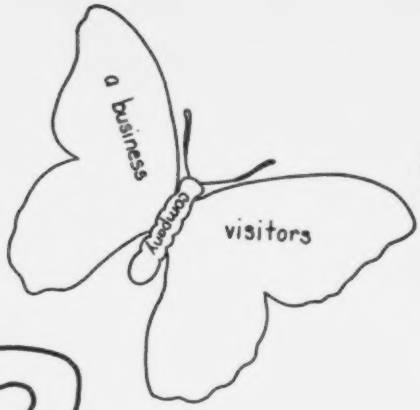
Don't leave a _____ in the bathtub.

A RESOURCE LIST OF MULTIPLE MEANING WORDS

trip:	to stumble / a journey
train:	to teach / railroad cars
stick:	a small branch or twig / to adhere / to stab / to overcharge, cheat
light:	not heavy / brightness, illuminate / to ignite / pale in color
last:	final, following all the rest / to endure
match:	something used to light a fire / a contest / things that go together well
spring:	the season between winter and summer / to leap or bounce / a source of water
club:	a school or social organization / a heavy stick used as a weapon / a stick used to hit a ball in golf
tire:	to become weary / part of a wheel
fly:	an insect / to soar in the air / a ball batted high in the air
play:	to have fun / a show / to perform
ring:	piece of jewelry worn on the finger / a sound / a circle
bark:	the sound a dog makes / outside covering of a tree
duck:	bend your head / wild, swimming bird
can:	metal container / to be able to / save food in jars
meet:	to be introduced to / an athletic event / to join
broke:	having no money / illegal entry / shattered
head:	part of your body / compact leaves of a vegetable / leader, first
bank:	edge of a river / place to keep money
company:	visitors / a business
pitcher:	member of a baseball team / a container for pouring
pitch:	the highness or lowness of a musical note / to throw
fire:	to shoot / a blaze / to discharge from a job

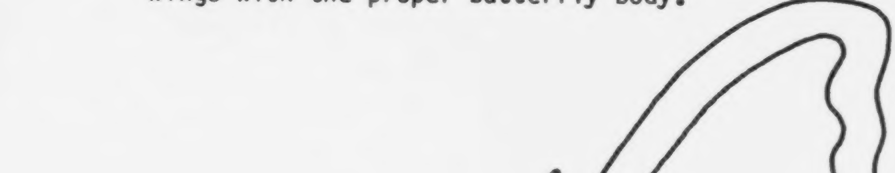
Other words with multiple meanings:

run
sign
rock
serve
pass
saw
sharp
table
row
top
calf
clear
mine
pound
groom
board
nails
sink
book
check

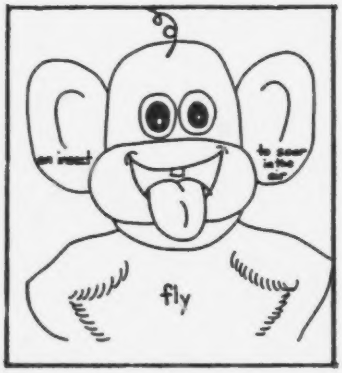

a business
company
visitors

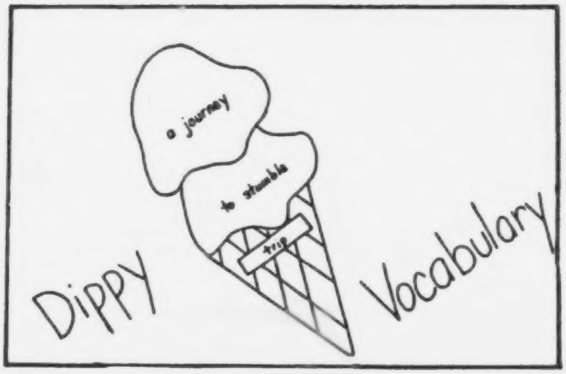
MULTIPLE MEANINGS

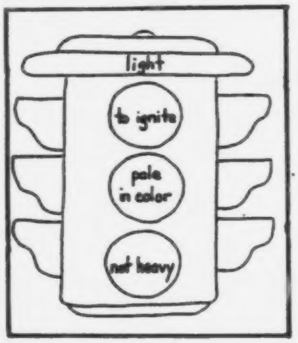
Directions: Each butterfly body contains a word that has different meanings in different contexts. Your job is to match the two wings with the proper butterfly body.



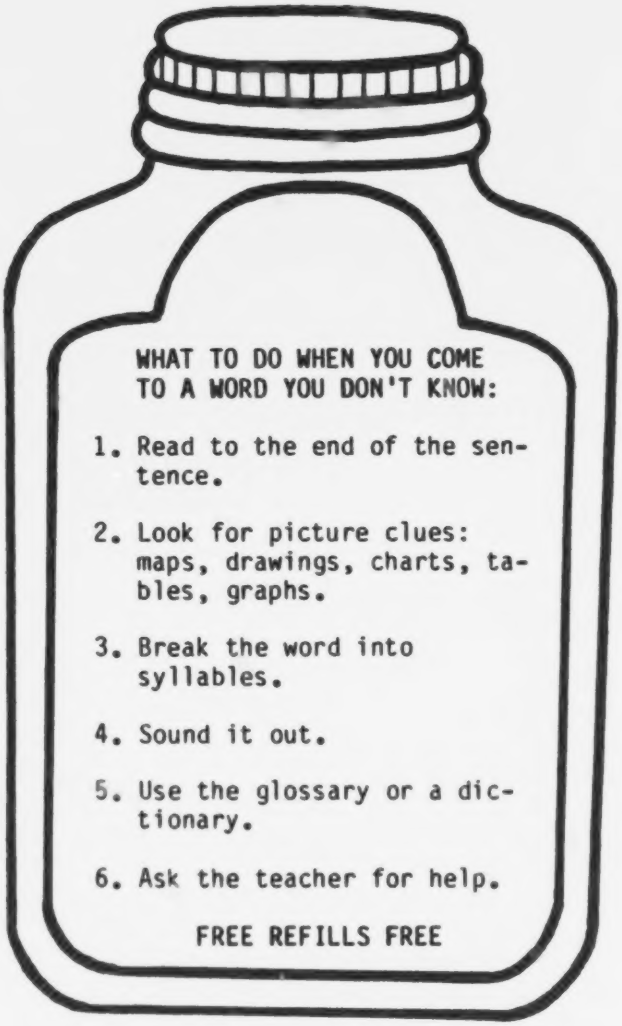
Adaptations: (use multiple meanings resource list)


an insect
to soar in the air
fly


a journey
to stumble
trip
Dippy
Vocabulary


light
to ignite
pale in color
not heavy

WORD IDENTIFICATION STRATEGIES



WHAT TO DO WHEN YOU COME TO A WORD YOU DON'T KNOW:

1. Read to the end of the sentence.
2. Look for picture clues: maps, drawings, charts, tables, graphs.
3. Break the word into syllables.
4. Sound it out.
5. Use the glossary or a dictionary.
6. Ask the teacher for help.

FREE REFILLS FREE

SSCD WORD ATTACK STRATEGY FOR FIGURING OUT AN UNKNOWN WORD

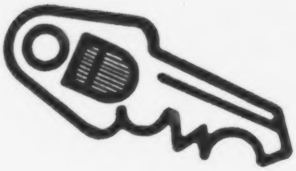
SOUND--Were SOUND clues helpful in decoding the word?

STRUCTURE--Were STRUCTURE clues (affixes, syllables) helpful in identifying the unknown word?

CONTEXT--Does the CONTEXT of the sentence help to figure out the word?

DICTIONARY--Use the DICTIONARY to identify an unknown word.

BUILDING WORD MEANINGS



Knowing the meanings of common prefixes and root words allows students to unlock the meanings of new words.

In teaching vocabulary words, be sure to show students how the word parts shed light on the meaning of the word.

Example: equatorial
equator
equal

Example: triangular
triangle
tri = three

BUILD WORD MEANINGS WITH PREFIXES

1. Choose a word part that interests you.
2. Look for it in the dictionary.
3. Note how many words begin with this word part and have this meaning.
4. List 5 of the words with their meanings.

bi...two

inter...between

un...not

non...not

ex...out of

re...again, back

pro...forward

in (il, ir)...not

dis...apart from

over...above

sub...under

pre...before

de...away, from

ob...against

in...into

mono...one, alone

ad...to, toward

mis...wrong

trans...across

post...after

fore...before

hydro...water

tele...distant

aud...hear

sub...under

super...above, beyond

semi...half

anti...against

uni...one

mono...single

tri...three

quadra...four

penta...five

multi...many

PREDICTING VOCABULARY

Before silent reading, have students speculate about the title of a story. Ask students, "What do you think the story will be about?" "What do you already know about this topic?"

Predicting and anticipating words that will be part of the vocabulary of the story is important to reading comprehension.

The following is an exercise designed to help students learn to anticipate related words in a story.

1. **Underline the words that you would expect to find in a story about dinosaurs.**

ancient
ocean
satellite
skeleton
prehistoric
fossils
huge
gorilla

2. **Underline the words that you would expect to find in a story about Oklahoma pioneers.**

oxen
buffalos
prairie
covered wagon
wolves
kangaroo
fireplace
carnival
sod house
frontier
wilderness
automobile

3. **Underline the words that you would expect to find in a story about American Indians.**

tepee
telegraph
tomahawk
cartoon
chief
tribe
crocodile
moccasins

4. **Underline the words that you would expect to find in a story about birds.**

wolf
pelican
ostrich
island
cardinal
egret
corral
parrot

5. **Underline the words that you would expect to find in a story about the circus.**

acrobat
umpire
ringmaster
trapeze
costumes
rainbow
elephant
big top

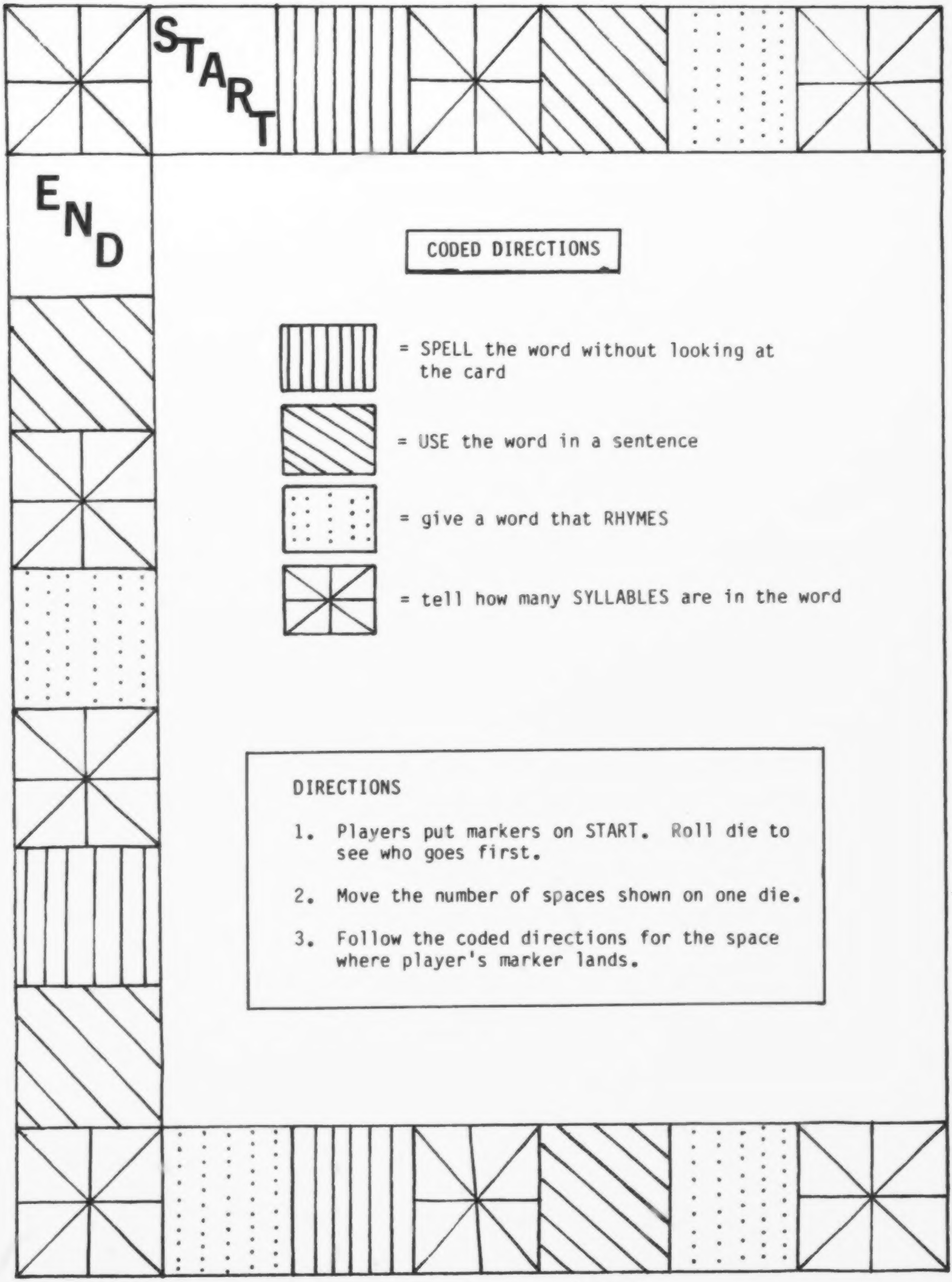
6. **Underline the words that you would expect to find in a story about football.**

touchdown
pitcher
tight end
pebble
octopus
field goal
referee
quarterback

7. **Underline the words that you would expect to find in a story about the Space Shuttle.**

launching pad
jungle
satellites
payload
fuel
capsule
museum
orbit
rocket
native

FILE FOLDER VOCABULARY GAMEBOARD - LEFT SIDE



CODED DIRECTIONS

▥ = SPELL the word without looking at the card

▧ = USE the word in a sentence

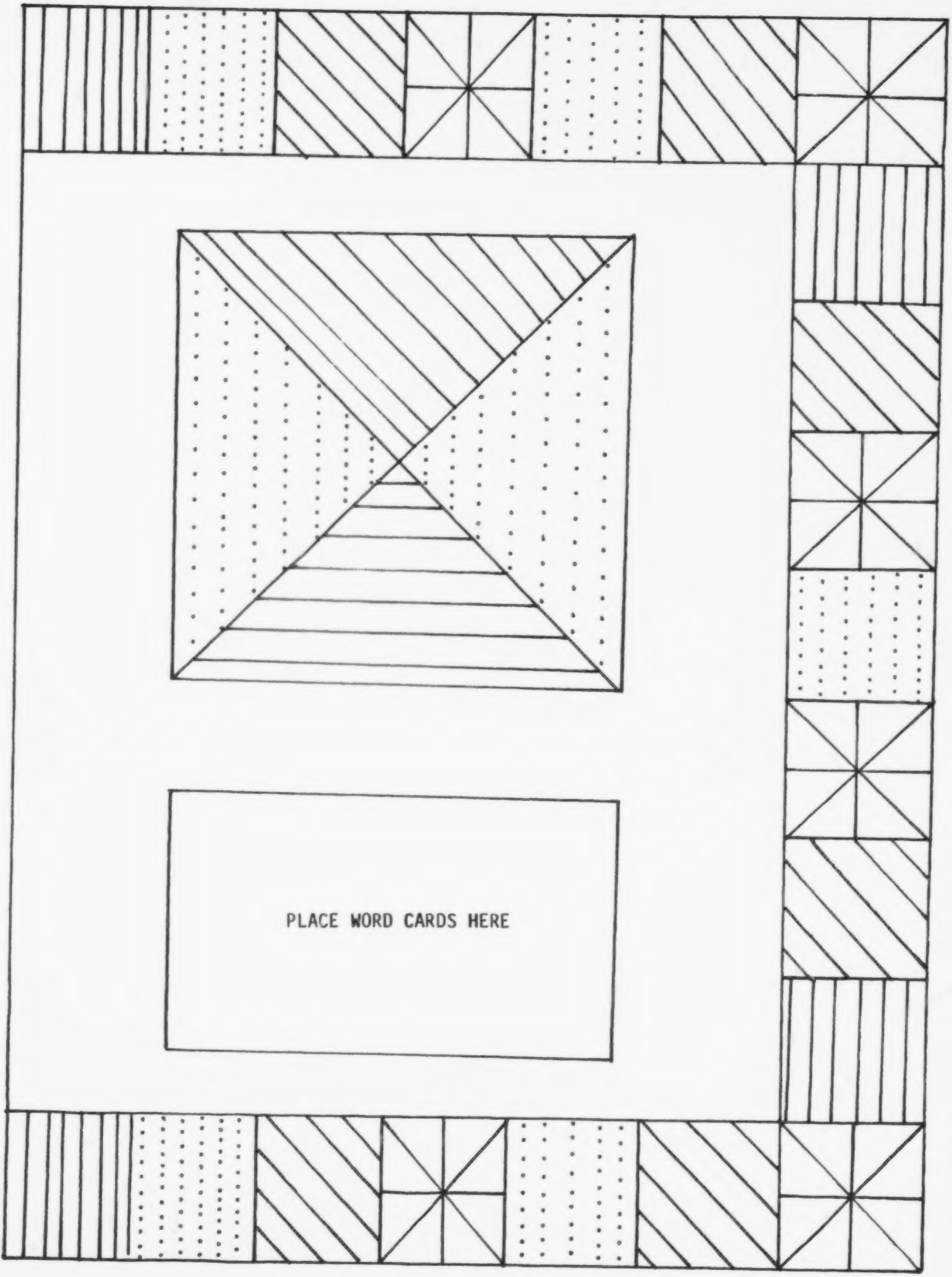
░ = give a word that RHYMES

⊠ = tell how many SYLLABLES are in the word

DIRECTIONS

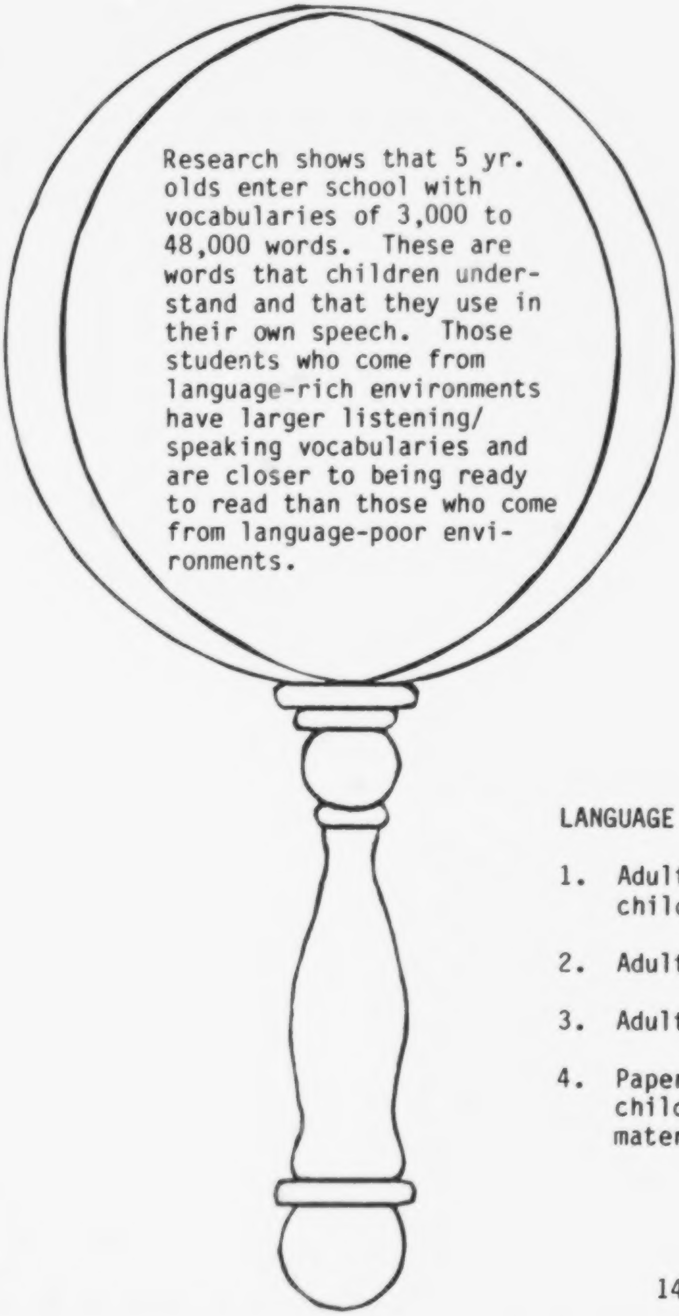
1. Players put markers on START. Roll die to see who goes first.
2. Move the number of spaces shown on one die.
3. Follow the coded directions for the space where player's marker lands.

RIGHT SIDE


PLACE WORD CARDS HERE

Clues To Language Development

Some poor readers in the primary grades do not have adequate oral language skills as a basis for reading. Formal reading instruction for these children may be frustrating for both the students and the teacher. Although teachers feel much pressure to catch these kids up in their skill development, oral language development must precede reading.



Research shows that 5 yr. olds enter school with vocabularies of 3,000 to 48,000 words. These are words that children understand and that they use in their own speech. Those students who come from language-rich environments have larger listening/speaking vocabularies and are closer to being ready to read than those who come from language-poor environments.

LANGUAGE RICH ENVIRONMENT

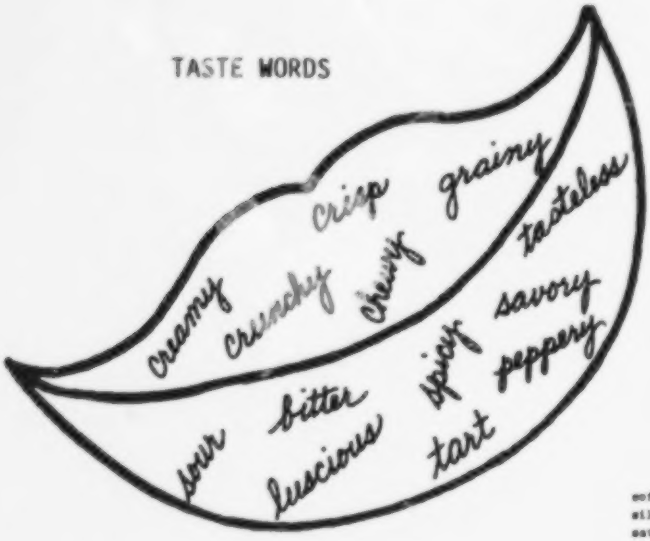
1. Adults who speak and listen to children.
2. Adults who read aloud to children.
3. Adults who answer questions.
4. Paper and pencils are provided and children are exposed to a variety of material.

DEVELOPING VERBAL ABILITY

We, as educators, know the importance of an extensive vocabulary. The more words one has at his or her command, the more precisely and clearly he/she will be able to communicate with others.

Involve students in word hunts and brainstorming sessions to create resource lists of words to help them express their thoughts. Use word wall ideas similar to the ones below. These help students generate words to describe sizes, shapes, textures, sounds, tastes, etc.

TASTE WORDS



TEXTURE WORDS

soft
silky
satiny
velvety
smooth
sleek
grainy

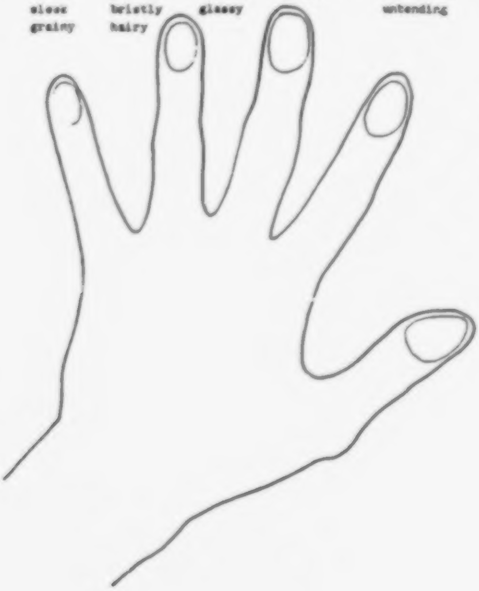
rough
bumpy
coarse
jagged
prickly
bristly
hairy

furry
shaggy
downy
waxy
rubbery
glassy

scratchy
itchy
sticky
slippery
gooey

stiff
rigid
hard
firm
inflexible
unbending

flexible
pliable
moldable
malleable



Words that tell HOW you eat

nibble
gobble
devour
gulp
gorge
inhale

snack
lick
bite

Words that describe foods' consistency:

creamy
smooth
chewy
crunchy

crisp
brittle
grainy
sticky

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Language Development

SENSORY AWARENESS USING PICTURES

1. Select colorful pictures which contain a variety of objects. These may be obtained from magazines, posters, textbook photographs, etc.
2. Assign a different picture to each pair of students.
3. From the list on the next page, the teacher chooses an activity and gives the pairs a time limit to generate a list of the items requested.
4. Students share their lists and discuss their pictures with the group.
5. Do as many different activities as time permits.

WORN OUT WORDS

The teacher writes an overused word on the chalkboard. The students contribute words they could use instead. This could be a group or an individual activity. The words could be kept in folders, homemade books or notebooks.

Overused Words

My "Said" Words

1. answered
2. barked
3. called
4. demanded
5. screamed
5. whispered

My "Color" Words

1. bright
2. dim
3. glisten
4. dark

My "Size" Words

1. tiny
2. huge
3. large
4. thin
5. thick

My "Feeling" Words

1. happy
2. sad
3. calm
4. quiet
5. nervous

LANGUAGE DEVELOPMENT

SENSORY AWARENESS USING PICTURES

Look at a picture and: (choose only 4-6 per lesson)

a. Give as many names for things as you can find in the picture. (nouns)

b. Name every color that was used in the picture.

c. Describe the colors by comparing them to other colored things: green as new grass...cardinal red... Try to be original.

d. Find 5 objects and put them in order from smallest to largest. (size)

e. Describe the size of the objects by comparing them to other objects: small as a tiny ant...larger than an elephant...

f. Find shapes of things: round, square, rectangular, cylindrical, conical, triangular. Describe: pointed like a pyramid... x-shaped...

g. Find something in the picture that has texture: soft, rough, scratchy, prickly, sticky, slippery, gooey, bumpy, waxy, rubbery.

h. Identify things that are making or could make a sound: scraping, screeching, jingling, clinking, buzzing, trickling, clear, low, soft, loud, high, piercing, wailing, etc.

i. Is there anything in the picture you would or would not like to taste? Identify sweet, sour, salty, etc.

j. Identify emotions: happy, sad, anxious, annoyed, pleased, proud, afraid, ashamed, lonesome, upset, shy, bashful, enraged, etc.

k. Find things that have a particular smell: musty, fresh, dirty, clean, woodsy, earthy, sweet, etc.

l. Find groups of two things that go together: shoe-foot- spoon-fork. Tell why the two things go together. (categories)

m. Find groups of three things that go together: tell why they go together.

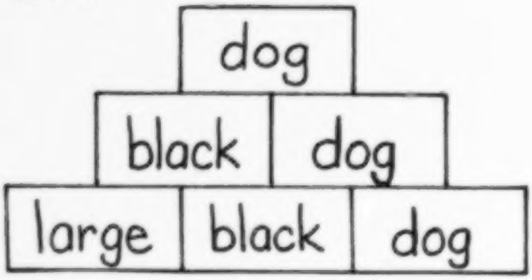
n. Give a category name to the 3-object groups you found. (classify)

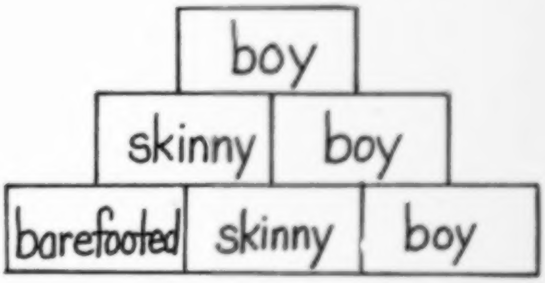
o. Choose an object in the picture and describe its location in relation to other objects: on, in, under, over, beside, near.

p. Name all the things that can move and tell how they move. (verbs)

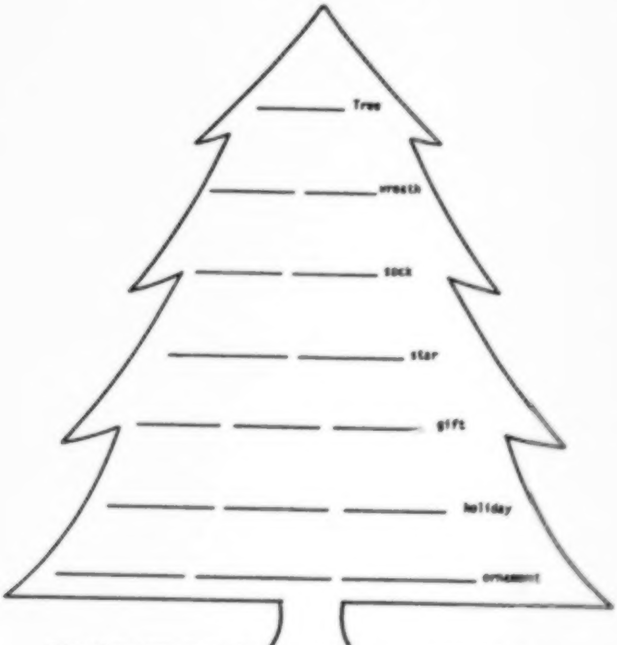
GENERATING VOCABULARY

Have students make word pyramids. Begin with a noun and add descriptive words.


dog
black dog
large black dog


boy
skinny boy
barefooted skinny boy

GLITTERING ADJECTIVES


Tree
wreath
sock
star
gift
holiday
ornament

Think of some interesting, imaginative adjectives that describe each noun.

Celebrate Learning
Oklahoma State Department of Education
1982. p. 64

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DEVELOPING ORAL LANGUAGE THROUGH READING ALOUD

Reading aloud to students is one of the best ways to develop language skills. If children hear the English language only as it is spoken by Mr. T., Cha-Chi, and other TV characters, then a large part of that verbal model is "street talk"--jargon and slang. On the other hand, literature offers a wealth of rich language--vocabulary that is precise, colorful, sensitive, and rich in meaning.

In homes where conversation, questions, and reading are not encouraged, the child entering school asks fewer questions, uses shorter sentences, and has both a smaller vocabulary and a shorter attention span than his or her more advantaged classmates.[1]

The classroom teacher who reads aloud helps students become better listeners and helps them develop greater verbal skills. Each read-aloud is actually a language arts lesson, bolstering the arts of reading, listening, writing, and speaking.

Jim Trelease suggests that "when you take time to read to your class you are not neglecting the curriculum. Reading _is_ the curriculum. The principal ingredient of all learning and teaching is language. Not only is it the tool with which we communicate the lesson, it is the product that student hands back to us--whether it is the language of math, or science or history."[2]

Reading aloud is not a luxury. It is a necessity for many students whose oral language skills are poor. By listening to the teacher's fluent model of oral reading, students hear proper intonation and phrasing which aid comprehension. Students are exposed to sentence structures and vocabulary which are beyond their ability to read independently. In short, they are building a foundation for their reading skills by listening to good literature.

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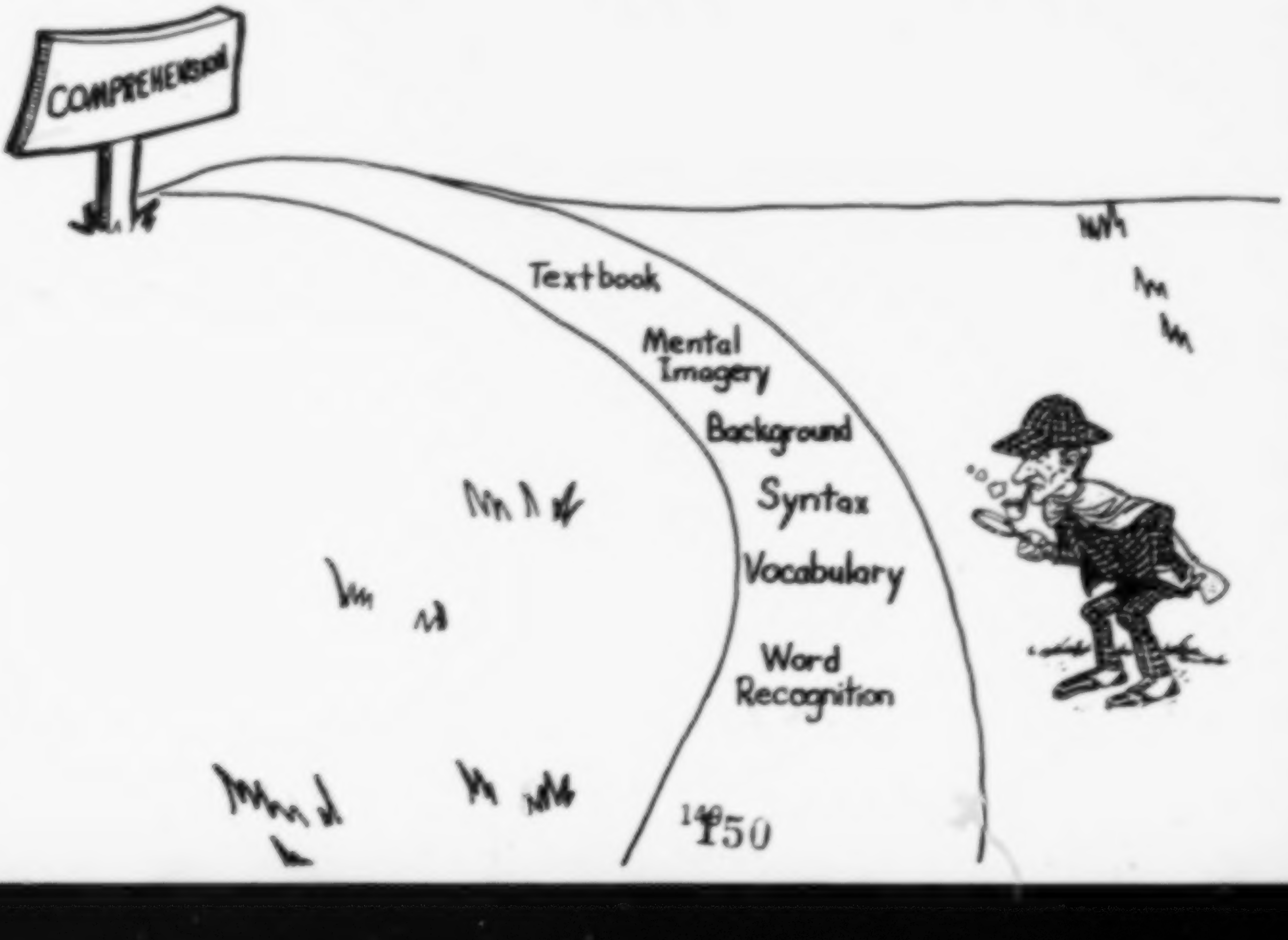
[1] Deutsch, Martin. "The Disadvantaged Child and the Learning Process," _Education in Depressed Areas_, ed. A. Harry Passow, New York: Teachers College, 1963. pp. 168-178.

[2] Trelease, Jim. _The Read-Aloud Handbook_, Penquin Books, 625 Madison Ave., New York, New York, 10022, USA, 1982.

Comprehension

Comprehension

You do not have to be a Super Sleuth to realize that the major goal of reading is the ability to comprehend or get meaning from printed symbols. The extent to which meanings are clearly and accurately understood by the reader represents the degree to which he/she is a good reader. Someone who reads well orally can appear to be a good reader. It is possible to pronounce words accurately and say them with expression and feeling and still not be comprehending anything. Comprehension is not a single skill or ability. It is the outcome of a number of factors that are all interrelated and interdependent. Just because these factors are listed on the next few pages in a certain order does not indicate that any one is more or less important. Nor does it indicate a sequence that must be followed in teaching. As stated in the previous sentence, all are interdependent and interrelated.



FACTORS INFLUENCING COMPREHENSION

FACTOR 1: Word Recognition and decoding skills are essential to comprehension. These must be accurate as well as automatic.

Crystal Clear

Crystal was a perky little first grader. She wanted very much to please her teacher, Mrs. Lark. Like many beginning reading programs, the basal program Mrs. Lark was using emphasized decoding skills. Crystal, like many of the other students in her class, was enjoying the game of breaking the code. They would learn the individual sounds and try to put them together into words. What Mrs. Lark did not realize was that Crystal was becoming a word by word reader. She would put all of her energies into decoding every word and had very little energy left for comprehension. Mrs. Lark did not seem concerned. She felt like her primary responsibility was teaching her students their sounds. Comprehension could be emphasized in the 2nd or 3rd grade. After all they had to be able to pronounce the words before they could begin to get meaning from them.

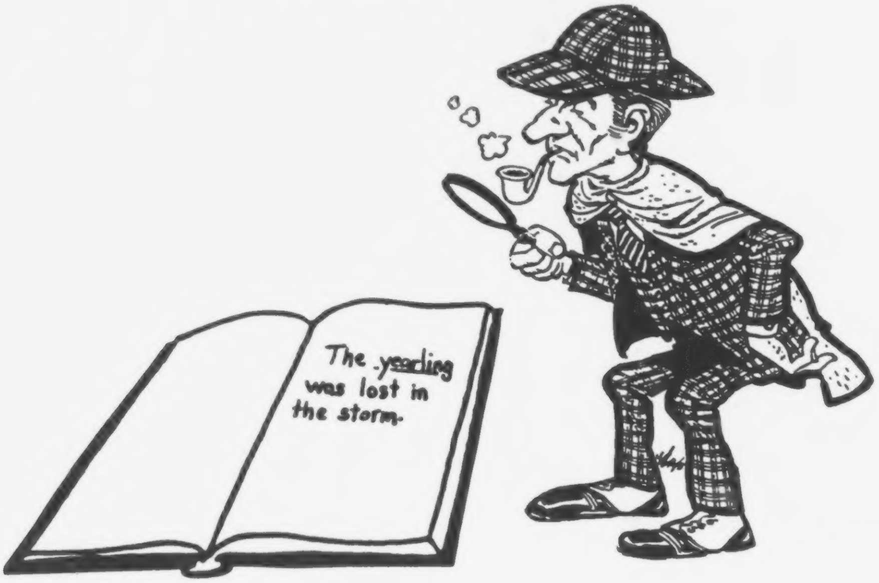
Mrs. Lark was partially right and would not have had to abandon her strong emphasis on decoding. What she did not realize was that word recognition had to be automatic as well as accurate. Her students needed to be developing strong sight vocabularies and hearing a fluent model of the reading. After her students had finished laboriously decoding a sentence, Mrs. Lark could simply read it back with normal intonation and speed. This would have provided the students with an oral model for future reading, and would directly link the same material used for decoding to meaningful comprehension. This technique could also be used with students who are still word by word readers. (See page 160 for complete instructions.)

Lack of word recognition skills can affect comprehension. For more detailed suggestions or teaching hints and activities, turn to page 90.

FACTOR 2: Another important part of reading comprehension is vocabulary knowledge. A student who does not understand the meaning of key words in a sentence probably will not understand the sentence. Vocabulary is not easy to increase, especially if word recognition skills are poor. Good readers learn many word meanings automatically through context and by being continually exposed to new words. However, if poor readers are being instructed with material at their instructional level, the content may not be advanced enough to contain unfamiliar words. Poor readers who are being instructed at their frustration level cannot read the unfamilar words. Teachers can help these readers by giving them direct vocabulary instruction. They can also read aloud to these students from more difficult material they cannot read themselves.

Vocabulary is particularly important to the understanding of content-area material. Intermediate and junior high teachers cannot assume that their students have the necessary knowledge of terms specific to their subject area. Direct vocabulary instruction of these terms is the responsibility of the content-area teacher.

Investigations into comprehension continually reveal the importance of direct vocabulary instruction. Fifteen to twenty minutes three times a week will have an effect on comprehension. For specific methods and activities see page 82.


The yearling was lost in the storm.

FACTOR 3: Students must also have a clear understanding of the syntax or grammatical structure of the sentence. By themselves, very few words contain enough meaning to be worthwhile. It is the way words are used in relationship to each other that expresses the meaning.

It is not uncommon for disabled readers to have difficulty in relating words in different parts of the sentence. Many times this is due to the position of the words. For instance when the subject is last rather than at the beginning of the sentence, it may cause problems of understanding. Sentences that are excessively long or too complex will undoubtedly be more difficult to comprehend. Students may also exhibit difficulty in grasping the use of referents or replacement terms.

> "I know you like homemade ice cream, but if you do not go to the store to get the ice, there will be none."

In this sentence the students may not understand that none refers back to the ice cream.

Not paying sufficient attention to punctuation may also seriously hinder sentence comprehension. How many primary teachers have sat and listened to a child buzz through his or her turn at oral reading and wondered if the student was reading from the same page they were? Sometimes poor readers are afraid to pause or stop for fear someone will try to pronounce a word for them.

In some instances it is not just a matter of ignoring punctuation, but rather a matter of not understanding the importance of the punctuation as a signal to the relationship of the words. The most common difficulty seems to be with the uses of the comma. Here is an example of the effect of the comma on the literal meaning of the sentence:

1. Charlie, our dog, is in the pool.
2. Charlie, our dog is in the pool.

Syntax and structure are very important to meaning!

FACTOR 4 : Students' language ability and their background or past experience are other important factors in comprehension. The foundation for any comprehension skill is the learner's ability to use that skill in oral language before being expected to use the skill in reading.

We learn in relation to what we already know. How much we learn and remember about a topic will also be dependent on how much we already know about that topic. This background knowledge is accumulated over a lifetime. Everything that we see, hear and do helps build our storehouse of experiences. We are fortunate in that we do not have to rely on firsthand experiences. We can gain much of this background vicariously.

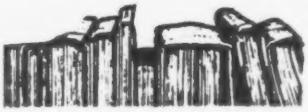
When primary children are first learning to read, it is important that the context their new words are placed in is meaningful to them. An Oklahoma first grader might have difficulty understanding a story about a vacation at a beach resort. What is a teacher to do in a situation like this? Skip all the stories that do not fit in with the students' past experiences? NO! We never would broaden their background that way. This is why prereading activities are so important. So many times we are tempted to skip over these prereading activities and get right on with the story.. After all, we have many stories to read and just so much time to do it!

Establishing students' prior knowledge and background experiences are also important for content-area material. In fact, it is often difficult to separate the reader's background experience from his or her interest and motivation for the topic.

FACTOR 5: The student's ability to create mental or visual images of what they are reading has a direct bearing on comprehension. For as Piaget states, "Children who create images also remember. Once an image is created it is stored in the brain forever. If a child is creating images while he is reading he will be learning and also remembering."[1]

Students who have adequate word recognition skills and appear to be good oral readers still may not be creating pictures in their minds. These readers probably do not like to read and have poor comprehension skills as well. To them the words on the page are just that--words--black and white symbols. Many teachers assume that students automatically picture things in their minds. This is not necessarily so. We have to TEACH our students to pull down their screens, plug in their projectors and IMAGINE--VISUALIZE! See pages 164 to 170 for a sequential process and some activities for teaching imagery skills to students.

FACTOR 6: The textbook or material to be read must be taken into consideration. A student's comprehension can vary considerably from one book to another.



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[1] Piaget, Jean. *Science of Education and Psychology of the Child*, New York, NY., Orion Press, 1970.

TAKE A LOOK AT THE BOOK[2]

The text itself or the material to be read has a great deal of influence on how well the reader will comprehend.

1. The vocabulary used by an author must be understood by the reader if effective comprehension is to take place.
2. The number of concepts introduced by an author also influences the reader's comprehension. The greater the concept load the more difficult the material.
3. The overall structure and writing style of the material is important. The complexity of the sentences, the way in which the sentences are put together, and the overall organizational structure of the text influence a reader's ability to comprehend.

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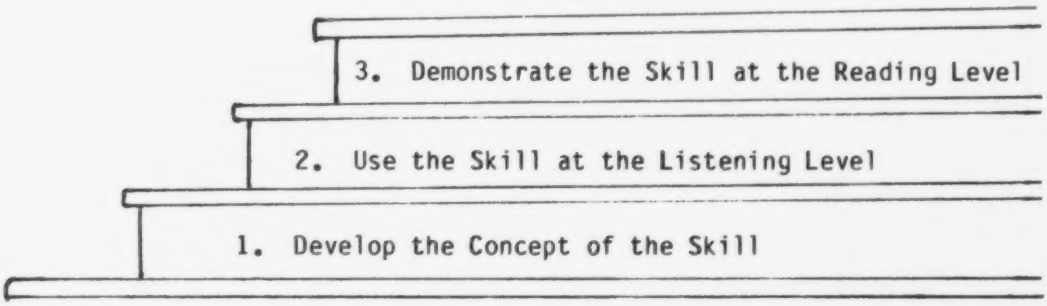
[2] J. David Cooper, Teaching Reading Comprehension A: Practical Approach, Teachers College, Ball State University, Muncie, Indiana, and Houghton Mifflin Company, Boston, MA.

How to Teach Comprehension

Teaching reading comprehension is a three-step process. These three steps should be completed at the learner's independent or instructional reading level.


3. Demonstrate the Skill at the Reading Level
2. Use the Skill at the Listening Level
1. Develop the Concept of the Skill

STEP 1. Develop the Concept of the Skill

This step requires the teacher to explain the skill and relate the use of the skill to something the students already understand. The teacher should check the students' background of knowledge related to the skill to be taught. It is necessary to begin teaching something new by building on what the students already know. This is accomplished orally in a questioning, discussing atmosphere or by using concrete materials to illustrate the concept of the skill. The concept of the skill being taught is explained and developed. It is not necessary to use the actual skill term with students (i.e., inference, cause-effect, main idea, etc...).

STEP 2. Use the Skill at the Listening Level

The second step of teaching comprehension involves having the students use the skill at the listening level. The teacher reads to the students and guides them to listen for a specific purpose. The students have to listen to what is being told or read to them and carry out the purpose. The material being presented to the students should be based on their experiences and not be difficult to understand. When students give their responses to the listening activity the teacher must help them see why their answers are right or wrong. This is done through positive, constructive discussion. Understanding why an answer is not correct is as important as understanding why one is correct.

STEP 3. Demonstrate the Skill at the Reading Level

Step three for teaching comprehension requires the students to read and utilize the skill that is being taught. In this phase, the teacher is concerned about demonstrating to the students or modeling the use of the skill. The material to be read should pose no decoding problems for the student. The skill being taught should be the only thing new in the lesson. The students' reading is directed by the teacher. The materials given to the students may be a group of sentences or a short paragraph. The teacher demonstrates to the students the skill being taught by asking purpose questions and then showing students how to read and determine the answer. The type of question asked reflects the skill being taught. Showing students how to use the skill will take the form of underlining, circling, or making material that will help the student answer the purpose question. Included with the visual illustration of how to determine the answer, there should be oral discussion which will help students see the rationale for the answer reached. The key feature in this step is the demonstrating or modeling of the skill. If the teacher just has students read and answer purpose questions, no teaching is done. THE ACTIVITY THEN BECOMES PRACTICE OR APPLY!

Anytime a NEW comprehension skill is TAUGHT at any level, primary, intermediate, or advanced, ALL THREE STEPS should be INCLUDED. One step might be given more emphasis than another; the decision to do this would be based on student background and ability. If students have difficulty in performing the task or understanding any one of the three levels, work at that level should be repeated before moving to the next level.

The development of any skill or ability must involve three distinct types of activity before a learner can achieve mastery. These three activities are:

1. TEACH 2. PRACTICE 3. APPLY

Some learners will require reteaching and repracticing several times before they are able to apply what is being taught.

PRACTICE activities draw direct attention to a skill or ability with fill in the blank, matching, multiple choice, or other such exercises.

APPLY activities provide the reader opportunities to use the skill or ability in a "real reading" situation. The bulk of application in reading instruction occurs during some type of guided silent reading. The questions used by the teacher during this time will indicate whether or not a student is applying a particular skill or ability.[3]

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[3] The preceeding is an excerpt from Teaching Reading Comprehension: A Practical Approach. It is reprinted by permission of J. David Cooper, Professor of Education, Teachers College, Ball State University, Muncie, Indiana and Houghton Mifflin Company, Boston, MA.

DESIRABLE TEACHING BEHAVIORS[4]

These Ten Desirable Teaching Behaviors can serve as guidelines for your teaching. Most of them involve *more* planning rather than *less*, and most require additional time spent in teacher-child interaction. But if we hope to see an increase in comprehension ability, the teacher has to invest some time with the student. Merely giving the student more questions and worksheets to practice will only increase your grading load and the student's frustration.

DTB 1: *Before starting an activity, explain what you are going to do.* The students should clearly understand the purpose and exact nature of the task. They should not be expected to read something or do an assignment simply because we tell them to. Clearly, *setting purposes* for reading and giving the students an opportunity to hypothesize what they will find out by reading the given material is a desirable teaching behavior.

DTB 2: *Before starting an activity, give the learner time to familiarize him or herself with the material.* This includes having an idea of the content before reading as well as making the reader aware of what they already know about a topic.

DTB 3: *Ask questions that have more than one right answer.* Questions with a single definite answer are easy to think up and easy to answer. Questions like "What would you do if...?" or "What other things could...?" require doing something with the story and give more than one student an opportunity to be successful at answering the question. Many students are afraid to take risks. They need to realize that their answer can differ from another student's.

DTB 4: *Ask questions which require multiple-word answers.* These will not only require more thinking but also give much neglected practice of language development. It takes the spotlight off the teacher (who often does most of the talking) and onto the student.

DTB 5: *Encourage the learner to enlarge upon his or her answer*. If a student's answer is wrong, explanation of the thought process behind the answer can help get the student back on the right track or enable the teacher to point out clues that the student overlooked. This is much more effective than saying, "I am sorry, Karen. That is not right. Who can help Karen?" Also, having a student explain a correct answer helps those students who do not know why that is right. The explanation can serve as a model of the thinking process needed to answer the question correctly.

DTB 6: *Get the learner to ask questions*. As the students read they should learn to ask new questions. It is good for them to wonder about something the author said. This can be very difficult for students. Many younger children do not know how to form a question. The teacher will have to model many questions for them and then give them much practice in reading a sentence and asking a question.

DTB 7: *Give the learner time to think about the problem*. Don't be too quick to help. Rowe (1969) found that the average time between asking a question and either answering it or calling on another student was one second. If teachers waited just two more seconds, both the quality and quantity of responses increased. *Give the learner think time*. Don't encourage the dependency that comes about from too much help.

DTB 8: *Get the learner to make judgments on the basis of evidence rather than by guessing*. It is difficult for many learners to accept the fact that it is okay to bring in their own experiences and combine them with the text for evidence. Most students assume that whenever an answer is challenged it must be wrong. They usually switch to another answer.

DTB 9: *Praise the learner when he or she does well or takes small steps in the right direction*. Celebration of attaining small goals helps both the reader and the teacher gain confidence and perceive that progress is being made. Waiting until the learner makes a major breakthrough can be very discouraging.

DTB 10: *Let the learner know when an answer or work is wrong, but do so in a positive or neutral manner*. To do this, teachers can use a two-step procedure. First, point out that although the answer isn't exact, some aspects are near the target. Then help the child discover what is not right about the answer. The reader needs to develop and learn some tests they can apply to self-monitor their answers.

[4] Spiegel, Dixie Lee, "Desirable Teaching Behaviors For Effective Instruction In Reading", *The Reading Teacher*, December, 1980. pp. 324-330.

DECODING + COMPREHENSION = READING RIGHT FROM THE BEGINNING

In the very beginning stages of reading, teachers are sometimes guilty of forsaking comprehension in an effort to ensure that their students learn decoding skills. On the other hand, some teachers will stay away from an emphasis on phonics or linguistics for fear of creating word-by-word readers with little or no comprehension. **NEITHER HAS TO BE FORSAKEN FOR THE OTHER!** Decoding and comprehension can go hand in hand right from the very beginning.

It is true that initial efforts at decoding are usually slow and laborious and take most, if not all, of a student's mental energy. Many times there is no mental energy left for understanding of the passages. Teachers can very easily remedy this situation.

When the reader has finished laboriously decoding a sentence, the TEACHER reads it back to the child with normal intonation and speed.[5]

Now the teacher can successfully involve the reader in comprehension tasks. By using this procedure the student is:

1. Relieved of the burden of trying to decode and comprehend at the same time.
2. Given a brief rest before tackling the next sentence.
3. Provided an oral model for future reading.
4. Made aware of the purpose for reading.

This procedure is only needed until the reader is a fluent decoder. Once decoding has become automatic, the child should have energy left for other processes.

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[5] Kearns, Gail, "A Comprehension Technique to Use with Beginning Readers", The Reading Teacher, November, 1981, p. 212.

STRATEGY FOR ANSWERING LOWER-LEVEL QUESTIONS [6]

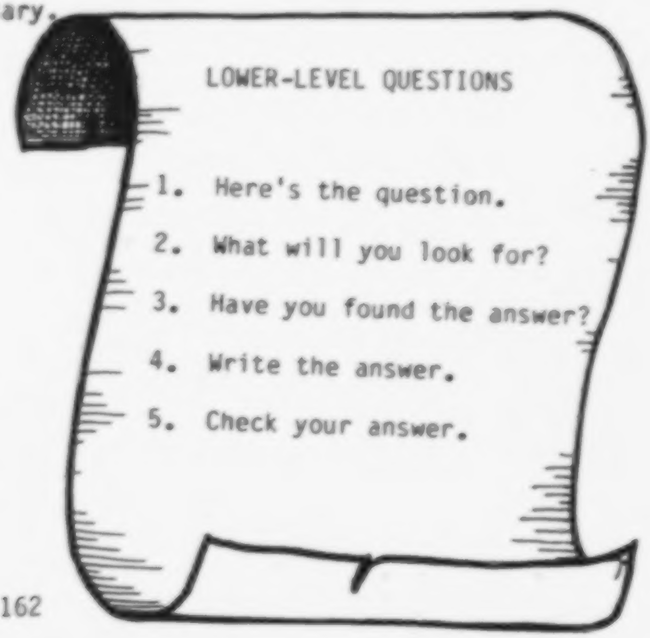
Many students are thrust into the struggle of answering higher-level questions when, in actuality, they haven't learned how to successfully locate important information, remember details, or pick out the facts. Giving them a list or page of questions to be answered, and waiting for the answer, is not teaching them how to do this. On the following page you will find 6 steps students should be **TAUGHT** to use in answering lower-level questions.

In teaching these steps you cannot assume understanding after one set of directions. They will have to be gone over orally many times with each step carefully monitored.

Example: "Lisa, what information are you going to be looking for?"
"Carl, what key words will you scan for in the text?"
"David, read the part that gives you the information you are looking for."
"Karen, now tell me the answer in a complete sentence."
"Debbie, have you looked back in your text and checked your spelling?"

In the beginning stages, answers are only written after oral responses have been given. Practice in subskills (such as scanning and determining relevant information) may be necessary.

Eventually the steps can be shortened.



LOWER-LEVEL QUESTIONS

1. Here's the question.
2. What will you look for?
3. Have you found the answer?
4. Write the answer.
5. Check your answer.

STRATEGY FOR ANSWERING LOWER-LEVEL QUESTIONS

1. Read the question aloud. Look away and say, "I need to find out..."
2. Look quickly (scan) for key words identified from the question: names of people, times, key action words, etc. Read the section around the place where you found the key words. Does it give the information?
3. Identify the exact information you need, using either the words of the text or your own words in a paraphrase. Write the answer in a complete sentence. Do NOT include information you don't need to answer the question!
4. If you think you already know the answer, go ahead and write it down; then check the text and verify the accuracy of your answer.
5. Now check the spelling of new or difficult words in your answer by carefully going back to the text for each word.
6. Check your sentence: general spelling, capitals, "stop" punctuation.

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[6] Sandra Scofield, *Reading for Writing: Strategies For Teaching Response Patterns Appropriate for Low-Achieving Reader*, Northern Oregon State College, Portland, Oregon.

STRATEGY FOR ANSWERING INFERENCE QUESTIONS

As with teaching the strategy for lower-level questions, this strategy will also have to be reviewed many times and monitored step-by-step. In the early stages, all answers should be given orally before being written. It may also be necessary to practice determining fact and opinion.

The educational value of questions is not in finding the answer itself, but in the thinking process that is used to determine the answer.

INFERENCE QUESTIONS

1. Read the question.
2. Restate the question in you own words.
3. Find the passage that seems to have the answer.
4. Read and become familiar with the passage.
5. Reread the passage to identify the facts and opinions that are important for answering the question.
6. Combine the facts and opinions to draw an inference and answer the question.

Mental Imagery

Once an image is created, it is stored in the brain forever. Creating images will result in learning and remembering. Imagery is a sequentially learned skill. For students who do not already have this skill, simply telling them to create pictures in their minds is not sufficient. They will need activities at each of the following stages:

FIRST: Student must look with alertness and awareness at what is in their visual field. Do they really see and remember what they see?

SECOND: Students are asked to visualize and recall a familiar object, scene, or past experience.

THIRD: The students use existing knowledge and past experiences while listening to a story to create images of what they hear.

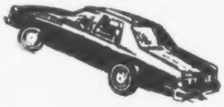
FOURTH: Students are able to visualize or image as they read stories and texts. The words on the page come alive and the student remembers.

EXERCISES TO INCREASE IMAGERY

STAGE 1:

Visualization of a three dimensional object -- toy car

Place the car two feet in front of you at eye level.
Look directly at the object until you are familiar with it.
Study it very carefully.
Close your eyes.
Imagine that you still see the car in front of you.
Look at the picture in your mind.
Notice the shape or design of the car, or the color.
Look at the doors and windows; now look at the tires.
Is there anything different or special about your car?
Open your eyes.
Compare your inner image with the real one.
Is there anything you did not see in your mind's picture?
Close your eyes again and repeat the exercise.



* * *

Visualization of the here and now -- variety of objects

Put a number of objects on a table or desk in front of the students.
Students stare at the table for one minute.
Close your eyes.
How many of the objects can you see in your mind's eye?
Open your eyes.
How closely did your picture match what is on the table?
Picture the objects and try to see one special thing about each object that you remember.
Open your eyes.

The more you do this exercise the more objects the students will remember each time.

* * *

Visualization of the here and now -- poster or detailed picture

Show the students a picture or poster.
Let them study it for about 1 minute.
Take the picture away.
Ask the students questions about the picture.
They can either respond on paper or verbally.
After all questions have been answered, show the picture again and let them check their answers.

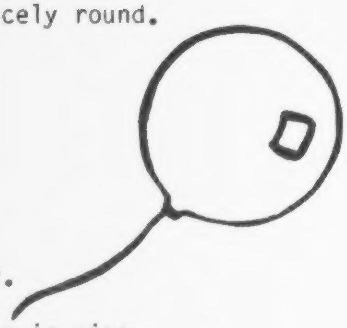
STAGE 2:

Visualization of a familiar room

Close your eyes.
Picture yourself in your room at home or in last year's classroom.
Look at the wall in front of you. Scan it.
Notice the furniture in front of you.
Notice any pictures on the walls.
Now look down.
Are you standing on a rug? What is the floor made of?
Look at the wall to your right.
Look at the wall to your left.
Now turn around and look behind you.
Notice the doors, closets, and windows.
What color are the curtains?

* * *

Imagine playing with an object -- balloon



Picture a red balloon that has not been blown up.
Mentally blow it up until it is half full and nicely round.
Knot it.
Throw the balloon up in the air.
When it gets near the ceiling, stop it.
Make it bounce along the ceiling.
Stop it.
Bring it down until it is just about eye level.
Now change the color of the balloon to yellow.
Look at it. Change it to blue.
Now make the blue balloon bounce along the floor.
Stop it.
Make the balloon bigger until it is almost double in size.
Now make the balloon very small.
Let it come to rest on the floor.

Did you see things in your picture that were not specifically mentioned?
For example, what were the ceiling and the floor like?

STAGE 3:

Visualization of a story as the student is listening

The teacher or another good oral reader begins reading a story that has good description and action.

Stop periodically and let the students share with you orally what their image is.

For a change, you might want to have them illustrate a part of the story.

Do You See What I Say? (see next page)

Tapes are very effective at this stage of imagery.

If you use Read-Along tapes, be sure the student has not seen the book. Put it away until after he or she has listened and imagined the whole story.

Old radio show tapes are an excellent source of material.

STAGE 4:

The students read silently and automatically create images. They see the characters, hear the sounds, and feel the emotions of what they are reading about.

By this stage you should have students who LOVE TO READ!

GUIDELINES FOR ELICITING GOOD MENTAL PICTURES

1. Be sure the student understands what is meant by creating mental images. As a key word is read, it elicits a mental picture. For example, "dog" causes each reader to mentally recreate from memory the picture of an animal. For such key words, the student creates mental images when he or she reads or is read to.

2. The details of the image are unique to the child and are therefore different for each child. Illustrations in the book should not be used. They suggest to the child that there is a right or wrong response.

3. Be PATIENT. Wait for the answer.

4. Some unsure students take 20 to 30 seconds before revealing anything about their mental pictures.

5. Some students are so afraid of being wrong that they will say only one or two words. The instructor should say little or nothing. Just give a supportive "uh-huh" and a look of anticipation.

6. "Whose picture is right, yours or mine?" No one should try to change a student's picture. Only the author of the original story has the right to impose a specific detail on the reader. If a student does have a faulty image, suggest a "sharpening of the picture" by rereading or relistening to particular sections.

7. Use open-ended questions. Questions must not suggest answers. Questions are for the purpose of giving structure to the child's image formation. They should solicit details that will assist the child in making clear mental pictures.

   A typical conversation with a beginning student:

   Teacher: "What do you see?"
   Student: "A house."
   Teacher: "Tell me more about the house. What does it look like?"
   Student: "It is big. Some windows. A door. A girl by the door."
   Teacher: "What is she wearing?" Etc.

DO YOU SEE WHAT I SAY?

SETTING - This activity works best with a small group of 5 to 6 students. The teacher should sit at the students' level.

MATERIAL - Any high interest short story or book that the students have not previously read.

PROCEDURE

1. List students' names on the Mental Image Tally Sheet.

2. Explain to students that points will be given for:

    a. describing the picture
    b. making additions to the picture
    c. listening to others tell the picture or making additions.

3. There should be a brief introduction to the story. Give the title and ask if it gives any clues about this story. If the book has a picture on the front, cover it with something.

4. Read the first portion or page orally. The length read depends on the attention span of your students and the material you are using.

5. The first person listed on the tally sheet begins by describing the picture. Be patient. Wait for the answer. When he/she is finished, the one on his/her left adds or makes changes. Each person can pass on the discussion when he/she has run out of "film". Each student can add to the picture as long as the addition is new information, not just the same description reworded.

6. When the picture is complete, move on to the next portion to be read. The second person on the tally sheet now begins describing the initial picture, and those to the left make the additions if necessary. Sometimes the person to the left just says, "There is nothing to add."

7. Each participant receives a listening point each time as long as he/she remains involved in the discussion.

8. The points or check marks are counted on the tally sheet at the end of each week. Participants receive a "Film Maker Award" telling their score for the week. They save these until they have 40 points which apply toward rewards the teacher selects.

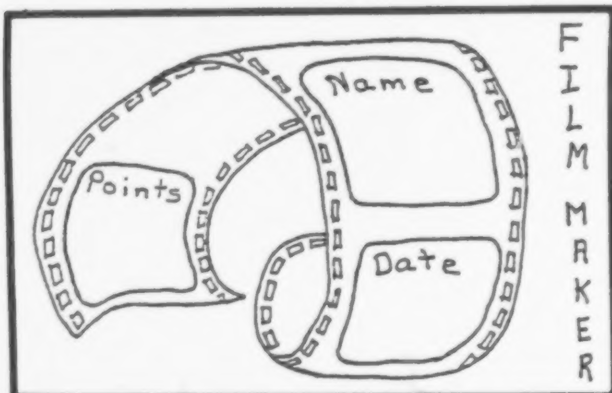
9. The teacher's closing remark each day is "Keep the picture in your instant replay camera for the next time we meet."

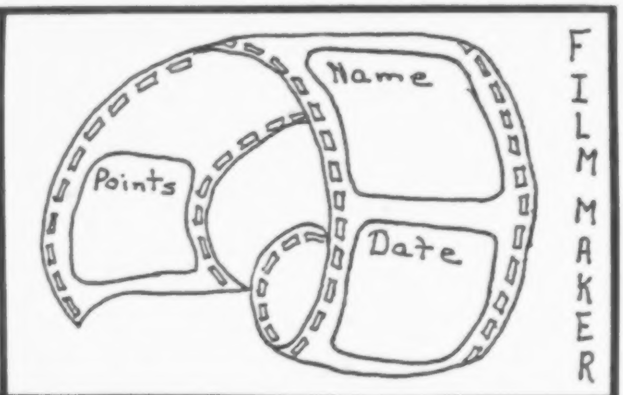
See the following page for sample Tally Sheet and Award.

MENTAL IMAGE TALLY SHEET

DATE: FROM ____________________ TO ________________

NAME	TELL PICTURE	LISTEN	ADDITIONS


Name
Points
Date
FILM MAKER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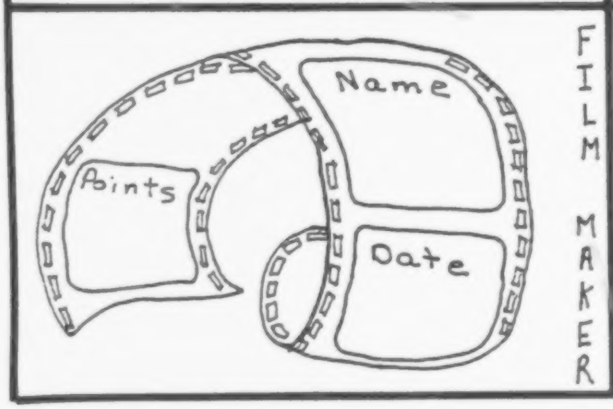
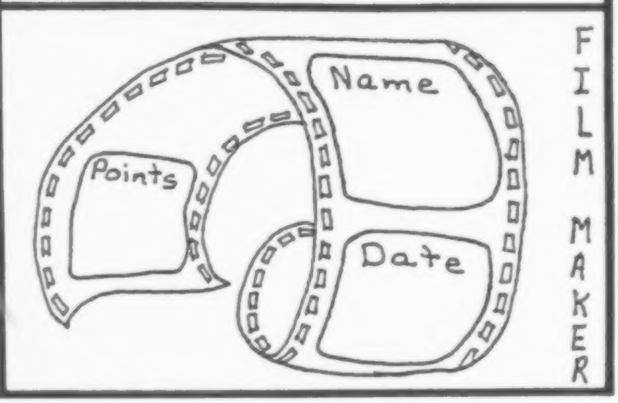
FILM MAKER

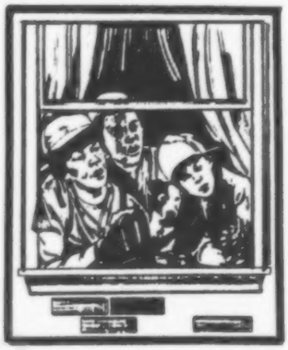

Name
Points
Date
FILM MAKER


Name
Points
Date
FILM MAKER

Teaching the Main Idea

Do your students have trouble finding the main idea? This is a common area of difficulty. Here are some teacher-tested ideas that will help you in trying to teach this very important comprehension skill.

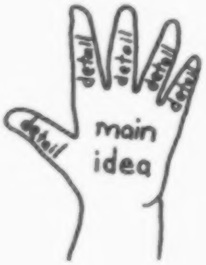
1. A picture or poster may be used when trying to introduce the concept of MAIN IDEA to your students. Show them the picture and ask the following questions:



+ WHO or WHAT is in the picture?
+ WHAT IS HAPPENING in the picture?
+ WHERE is this happening?

Now put all the information from the three questions together and help the students make one sentence that sums up the MAIN IDEA of the picture.

2. The HAND can be used to illustrate the concept of MAIN IDEA.



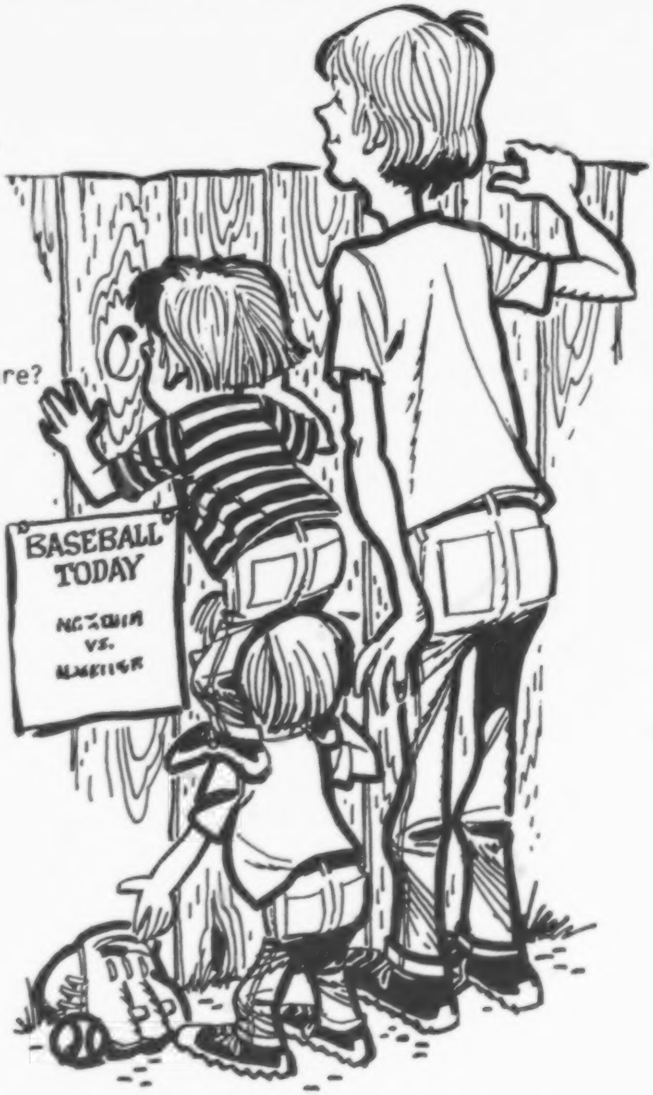
Have the students look at their own hand.

Tell them that the palm is the central part of the hand. The fingers and thumb are attached to the palm and help in carrying out the functions of the hand. If the fingers were not attached to the palm they would be of no use. A paragraph or story is much like our hand. It has a central thought. The sentences are just parts of the story that are related to or support the central or main thought.

Draw an outline of a hand on the board. Read a paragraph to the students. Together determine the details and write them in the fingers and thumb. Now write the central or main thought in the palm of the hand.

Main Idea

DIRECTIONS: Look at the picture and answer the questions.



1. WHO or WHAT is in the picture?

____

____

____

2. WHAT IS HAPPENING in the picture?

____

____

____

3. WHERE is this happening?

____

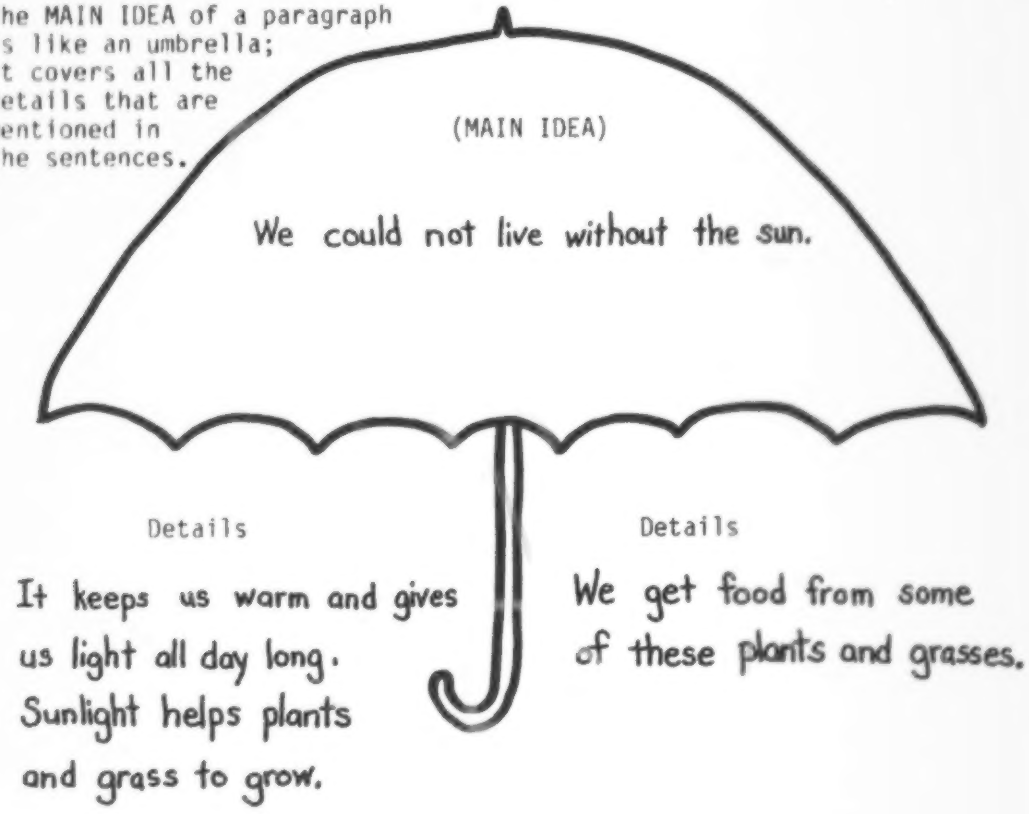
____

____

4. Now, put all the information from these three sentences together and make ONE sentence that sums up the MAIN IDEA of the picture.

3. Another useful illustration is an umbrella.

The MAIN IDEA of a paragraph
is like an umbrella;
it covers all the
details that are
mentioned in
the sentences.


(MAIN IDEA)
We could not live without the sun.
Details
It keeps us warm and gives us light all day long. Sunlight helps plants and grass to grow.
Details
We get food from some of these plants and grasses.

Sample Paragraph

We could not live without the sun. It keeps us warm and gives us light all day long. Sunlight helps plants and grass to grow. We get food from some of these plants and grasses.

Teaching Sequence

Remembering events in the order they occur can be difficult for many students. Adequate sequencing skills are very important to comprehension.

1. Sentence strips can be very helpful in teaching the importance of sequence. The teacher reads a paragraph. Each sentence of the paragraph has been written on a strip. The students now try to place these strips in the order they were read.

   When the students are successful at the paragraph level you can then move to reading a page and then a story.

   Read a story page by page. At the end of each page students summarize the events. Write the summary sentences on sentence strips. At the end of the story the students should retell the story using sentence strips.

2. Teach students to watch for words that signal the order of events:

   first
   second
   next
   at last
   finally
   then
   after
   before
   meanwhile
   also

   It is important to make students aware that the order in which things appear in a sentence or paragraph is not always the order in which they happened. The following examples show how the same two events can be changed in sequence by the signal words.

   a. Tony went skiing and read a book. (We assume that he went skiing first.)

   b. First Tony went skiing and then he read a book.

   c. Before Tony went skiing he read a book.

   d. After Tony went skiing he read a book.

   e. Tony went skiing before he read a book.

   f. Tony went skiing after he read a book.

SIGNAL WORDS

All teachers in all subjects could help students increase comprehension by making them aware of signal words. Signal words are those clue words that:

1. Identify the sequence of events.
2. Give stress to important points.
3. Point out examples.
4. Indicate a different veiwpoint.
5. Summarize.

Here is a list of some common signal words. Share this list with your class and have them hunt for them in their social studies or science texts. Discuss the types of clues they provide for a reader. Some worksheets to reinforce this skill are provided on the following pages.

SEQUENCE SIGNAL WORDS

First
Second
Next
Another
Besides
At Last
Meanwhile
Before
After
In addition
Also
Moreover
Furthermore
Finally
Today
Tomorrow
Soon
Then

STRESS SIGNAL WORDS

The main reason
More importantly
The chief reason
A key factor
Above all
Mostly
Primarily
Mainly

EXAMPLE SIGNAL WORDS

For example
For instance
To illustrate
Such as
Thus
In other words

DIFFERENT VIEWPOINT SIGNAL WORDS

However
Nevertheless
But
On the other hand
In contrast

SUMMARY SIGNAL WORDS

Thus
Therefore
In conclusion
In summary

CAUSE/EFFECT SIGNAL WORDS

Consequently
As a result
Because of
So
Accordingly
For this reason
Since
Hence

SIGNAL WORDS

Signal words are important clues to a reader. They help a reader understand story events in a step-by-step, logical order. They also help the reader notice important points that are being stressed.

Notice the signal words that lead this paragraph smoothly and logically from one sentence to the next.

Every young person should have a hobby. FOR ONE THING, a hobby gives a person something worthwhile and fun to do during his or her free time. BESIDES, a person may find new friends who share the same hobby. People with hobbies are not likely to be bored SINCE they have something to do in their free time. FURTHERMORE, most hobbies are educational. FOR EXAMPLE, a stamp collector learns much about the events and people of the U.S. and other places. A person who likes to build models learns to read and follow directions and drawings. IN ADDITION, hobbies like playing a musical instrument, photography, or doing chemical experiments may lead to careers. Hobbies, THEREFORE, can be rewarding.

In the following paragraph, underline the signal words (first, next, after, furthermore, finally, etc.) that help you understand the step-by-step explanation.

There are many things you can do to get better grades in school. First, be a good listener. Pay attention when the teacher explains things in class. Second, do your homework. Do it carefully, not while watching TV. Third, get ready for your tests. Find a quiet place in the house and review your work. Also, get a good night's sleep so you can be alert and think clearly for the test. Finally, when taking the test, think before you write. Organize your thoughts logically so that you can write your answers clearly.

SIGNAL WORDS

Signal words are important clues to a reader. They help a reader understand story events in a step-by-step, logical order. They also help the reader notice important points that are being stressed.

Notice the signal words that lead this paragraph smoothly and logically from one sentence to the next.

> Mark really enjoys reading. He considers it an important part of his life. Here are some ways reading helps him. FIRST OF ALL, reading gives him pleasure. Stories make him laugh or let him travel to places he has never been and do things that he has never done. ALSO, reading provides Mark with information. He reads the newspaper to find out what is happening in his city as well as all over the world. School books are ANOTHER source of information for Mark. FURTHERMORE, reading improves Mark's grades. The more he reads, the more he knows. He has the answers to all sorts of questions. FINALLY, reading makes Mark a better person. He can read the ideas and feelings of other people to find out what they did when they had a problem. He can learn from others by reading.

Now, write your own paragraph using signal words. Use one of the story starters below and give at least three reasons to back up your opinion. Include four or more signal words in your paragraph.

STORY STARTERS

I enjoy.............
I'm glad I..........
I wish our school...
I have always wanted to live.............
______ is not as easy as it looks.......
The most important person on a team is...

SIGNAL WORDS TO USE: (Use at least 1 from each column)

First	Second	Third	Finally
The main reason	Another	Furthermore	Therefore
In the first place	Next	In addition	In summary
Mostly	Also	Also	Thus
	For example	However	Lastly

READING BY PHRASES

Reading words in phrases increases comprehension. The reader should look for groups of words that make sense together, i.e., all the words in a sentence that tell *who*, all the words that tell *what happened*, *when*, *where*, *why*, or *how*. Here is a technique for teaching your student to read by phrases.

1. Provide a model sentence on the chalkboard and point out the type of information each phrase contains.

   People of many nationalities can be found
   in London because it is one/of the busiest
   centers/of commerce/in the world today.

2. Have students help you mark other sentences into phrases. Have them explain what information each phrase contains.

3. Now students need to practice. Photocopy a page from a textbook and have students mark the phrases. In this way, students will readily learn to transfer the skill of reading by phrases to reading textbooks. Use newspaper articles for practice. Since students may mark directly on the paper.

4. After students have practiced marking phrases, have them read unmarked passages, concentrating on reading by phrases.

5. Repeat and review this technique until it becomes automatic.

WORD GROUPS PRACTICE PAGE

In numbers 1-8 circle the phrase that tells WHERE. In numbers 9-16 circle the phrase that tells WHEN.

1. Tonight we are going to the movie.
   (Think: WHERE are we going tonight?)
2. I'd like to go to the fair.
   (Think: WHERE would I like to go?)
3. Our family likes to go to the lake.
   (Think: WHERE does our family like to go?)
4. The little boy dripped ice cream on his shirt.
   (Think: WHERE did the little boy drip ice cream?)
5. There isn't much snow in Oklahoma in the winter.
   (Think: WHERE is there not much snow in the winter?)
6. At Joan's party, we played records and danced.
   (Think: WHERE did we play records and dance?)
7. We are going to Grandma's house on Sunday.
   (Think: WHERE are we going on Sunday?)
8. I found a dime and three nickels on the playground.
   (Think: WHERE did I find a dime and three nickels?)

9. The bell rings at three o'clock.
   (Think: WHEN does the bell ring?)
10. I always brush my teeth before bed.
    (Think: WHEN do I always brush my teeth?)
11. Our class goes to lunch at 11:30 A.M.
    (Think: WHEN does our class go to lunch?)
12. We eat dinner after my dad gets home from work.
    (Think: WHEN do we eat dinner?)
13. During the summer I ride horses.
    (Think: WHEN do I ride horses?)
14. On Halloween night we went to a spook house.
    (Think: WHEN did we go to a spook house?)
15. There isn't much snow in Oklahoma in the winter.
    (Think: WHEN is there not much snow in Oklahoma?)
16. Our class play will be next Friday.
    (Think: WHEN will our class play be?)

WORD GROUPS PRACTICE PAGE

Does the underlined phrase tell WHEN or WHERE? Circle your answer.

WHEN WHERE 1. Our dog likes to sleep during the day.

WHEN WHERE 2. Will you come to my house after school?

WHEN WHERE 3. The kids went sledding down the hill.

WHEN WHERE 4. Tomorrow we are going to the fair.

WHEN WHERE 5. Our Christmas party will be next Friday.

WHEN WHERE 6. This summer I played softball.

WHEN WHERE 7. Our class went on a field trip last Friday.

WHEN WHERE 8. I helped Mom clean the house on Saturday.

WHEN WHERE 9. At recess, we're going to play kickball.

WHEN WHERE 10. My family went to Six Flags this summer.

WHEN WHERE 11. Our cat likes to sleep on my bed.

WHEN WHERE 12. We have reading, spelling, and math in the morning.

WHEN WHERE 13. Aunt Debbie came to see us last week.

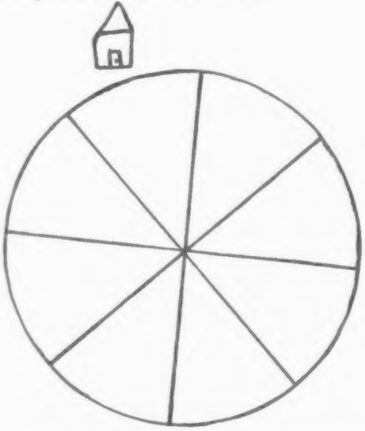
WHEN WHERE 14. At night our dog gets playful.

WHEN WHERE 15. My best friend is moving to Texas in two weeks.

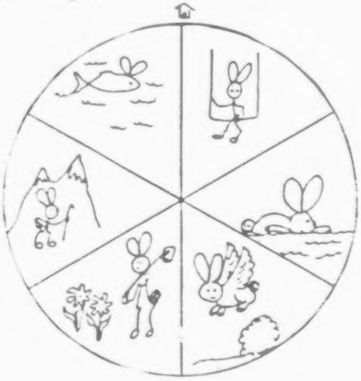
Visual Aids to Comprehension

Visual presentations of story elements can enhance poor reader's comprehension. Here are two strategies that are very successful with readers at all levels.

CIRCLE STORIES: [8] This strategy follows a predictable pattern that children can learn to identify and duplicate. The main character starts at one location and, after a series of adventures, returns to the starting point to live happily every after.



To teach this strategy, the teacher draws a large circle on the board or butcher paper and divides it into as many pie-shaped parts as there are adventures in the chosen story. At the top of the circle, a house is drawn to represent the beginning and ending of the character's journey.



After the story is read the class recalls the sequence of events that need to be pictured in the circle diagram. As the events are discussed the picture is drawn.

This strategy can be adapted for small group work. Each group is given a story to diagram on large paper. Each child is given a portion to illustrate. These may be labeled.

---

[8] Smith, Marilyn and Bean, Thomas, "Four Strategies that Develop Children's Story Comprehension and Writing", The Reading Teacher, December, 1983, p. 295.

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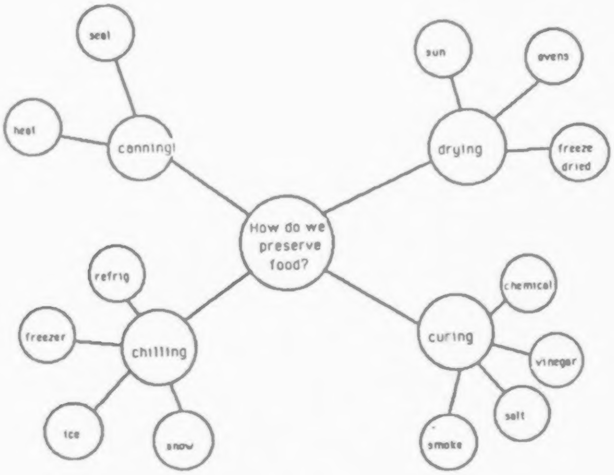
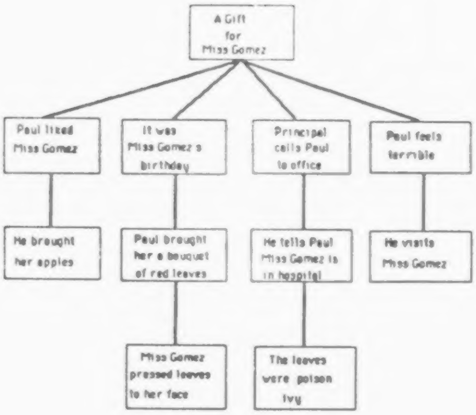
SEMANTIC MAPPING OR WEBBING: This strategy involves a graphic arrangement showing the major ideas and relationships in the text. It helps students see how the concepts and events in stories and texts are organized and integrated for meaning.

1. Identify all the important events or major ideas of the story or subject in sequential order.
2. A visual representation is drawn using circles, squares or rectangles with lines showing the relationship of these events.

Maps and webs have been used successfully before reading, during reading and after reading. They should initially be introduced by the teacher in a whole group procedure. After students become familiar with the process, they can be completed independently and be used as an effective note-taking technique. These strategies can be used in virtually all areas of the curriculum.


seal
heat
canning
sun
ovens
drying
freeze dried
How do we preserve food?
refrig
freezer
chilling
ice
snow
chemical
curing
vinegar
salt
smoke


A Gift for Miss Gomez
Paul liked Miss Gomez
It was Miss Gomez's birthday
Principal calls Paul to office
Paul feels terrible
He brought her apples
Paul brought her a bouquet of red leaves
He tells Paul Miss Gomez is in hospital
He visits Miss Gomez
Miss Gomez pressed leaves to her face
The leaves were poison ivy

Content Area Survival

Content Area Survival

Teachers are often frustrated by students who appear unable to read content-area textbooks. Many of the questions that teachers ask concerning this situation will be discussed by Super Sleuth, our detective who seeks to unravel these mysteries.

Content Teacher: Where can I begin to help my students with reading difficulties?

Super Sleuth: Do you know the less able students' reading levels? This first clue might be provided by contacting the guidance counselor or reading teacher for the current results of an Informal Reading Inventory. If this suggestion leads to a dead end, you'll have to do some footwork of your own. Check pages 212 in the Test Appendix of this guide for directions on administering the Informal Reading Inventory. Knowing the students' reading levels can help you decide which strategies will be the most beneficial for your students. It can also help you discuss your students' difficulties and needs more accurately with librarians, reading teachers, and other resource teachers.

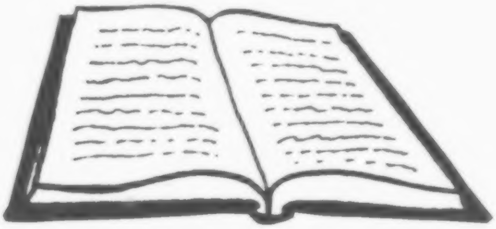
Content Teacher: My 7th grade social studies textbook which I am assigned to use is too difficult for many of my students to read. What can I do about this?

Super Sleuth: Because there are few content-area textbooks available that can be read independently by students with reading difficulties, teachers can make some adjustments to the textbook. Some suggestions are on the following page.

COLOR CODING TEXTBOOKS

The teacher could provide a color-coded student textbook. This would be a very helpful reference for students.

a. Highlight vocabulary terms and words in green.
b. Highlight definitions in pink.
c. Highlight additional information and facts in yellow.
d. Provide a key in front of the textbook for the student to use as a reference to color coding.



STUDY GUIDES

Study guides are useful to students as a motivator and as a learning tool. Here is a procedure for developing a study guide:

1. Select key concepts from the chapter.
2. Rephrase these into clear, concise statements. Sentences should be typed and doubled-spaced. Underline important words and terms. When there is a particular fact or term to be remembered for a test, indicate as such (Test).
3. Each statement should be followed by a question relating to that unit.
4. Indicate the page number from the text by each question.

Sample study guide shown on the next page.

Sample Study Guide

1. RAM stands for random access memory. (Test)

   RAM can be thought of as an empty box, ready to hold information that you type or load into the computer.

2. RAM stands for _________ _________ _________. (page 9)

   RAM is the memory where your programs are stored. (Test)

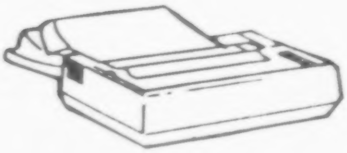
   The information may be stored outside the computer on a disk or tape. RAM never forgets the information as long as the computer is turned on.

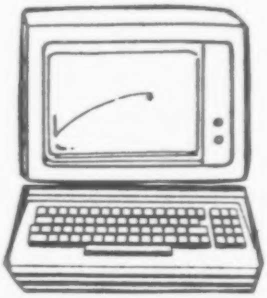
3. Programs you write are stored on a _____ or _____. (Page 10)

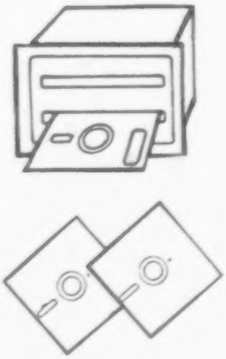
   RAM is temporary memory. (TEST)

   This means that all information stored in RAM is lost or erased every time you turn off the computer.

4. RAM is ___________________ memory. (Page 10).



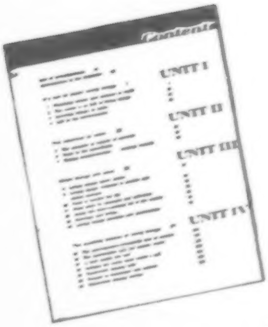




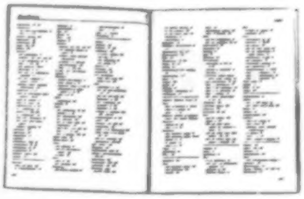
Content Teacher: I find that many of my students know very little about the way our textbook is organized. They seldom know where to look if a question refers to a reference section.

Super Sleuth: Understanding the organization of the textbook is a basic skill necessary for successful textbook learning experiences. Knowledge of the use of the table of contents, glossary, appendix, and index will benefit students by helping them know where to look for specific information.

TEXTBOOK TRACKDOWN is a game designed to teach and reinforce the textbook features and organization of the table of contents, glossary, appendix and index. Using Textbook Trackdown should help motivate students to want to learn more about their textbook.


Contents
UNIT I
UNIT II
UNIT III
UNIT IV

Appendix



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Directions for Preparing TEXTBOOK TRACKDOWN

1. On the following pages, the playing cards for TEXTBOOK TRACKDOWN have been partially completed for you. It will be necessary for you to fill in the blanks with specific information from the textbook you wish to present.
2. It is suggested that you prepare an answer sheet. As you complete the cards with the specifics from the textbook, write the number of the card and the answer which goes in the blank. The cards do not have to be played in order; they are printed this way just to help you prepare an answer sheet.
3. Cut out the cards on the following pages.
4. To strengthen the playing cards, glue them to construction paper, manila sheets, or poster board. Then laminate or cover the cards with adhesive paper.
5. These questions are intended to be a starting point. As the students become more proficient in using their text, you may wish to use more difficult questions and include other textbook features.

Directions for Playing TEXTBOOK TRACKDOWN

1. The students should be divided into two groups.
2. A group leader may be chosen for each group, or the students may prefer to alternate as leaders for each question.
3. To begin the game, the leader in Group 1 draws a card and reads the question and the point value to the entire class (each card has a number which indicates the points possible for each question depending on its difficulty). For younger students, the cards could be drawn from the mystery car. (See page 119.)
4. Group 1 now has the option: to attempt to answer the question or to "pass" the question to Group 2.
5. If Group 1 chooses to pass the question to Group 2, the point value of the question is increased by two points.
6. Students use textbooks to answer the questions. Give a time limit for answering the questions, based upon the class's level of functioning with the text.
7. Students may work in their teams to answer the questions or they may take turns answering questions individually.
8. The group achieving 25 points first wins the game.

TEXTBOOK TRACKDOWN

1. On what page would you find the unit called ________? (from your text)

3 (+2) points

2. What is the name of Chapter 5?

2 (+2) points

3. Page ____ is the first page of the chapter called ______.

4 (2+) points

4. Are there any ________ in this textbook? (poems, plays)

5 (+2) points

5. What is the definition of the third word listed under "d" in glossary?

2 (+2) points

6. How many total pages are there in Chapter 3?

5 (+2) points

7. Does this book include a unit on __________? (subject matter)

4 (+2) points

8. How many words are listed under "Q" in the glossary?

2 (+2) points

9. What is the definition of __________________?

2 (+2) points

10. How many words are there listed in the glossary?

2 (+2) points

11. What is the first word listed under "S" in the index? 3 (2+) points	16. On what page does the last appendix appear? 4 (+2) points
12. How many words are there listed under "K" in the index? 2 (+2) points	(+2) points
13. To what page would you turn to find information about_______? 5 (+2) points	(+2) points
14. How many appendixes are there in your textbook? 2 (+2) points	2 (+2) points
15. What does the first appendix explain? 3 (+2) points	(+2) points

Content Teacher: What can I do to motivate and involve my less able readers when a reading assignment will be made in the text?

Super Sleuth: There is much evidence that implementing certain textbook-reading strategies increase involvement and understanding on the part of the students.

These strategies are divided into three distinct categories.

* Before Reading

* During Reading

* After Reading

Let's examine some strategies in each category.

Before Reading

Background Information and Vocabulary Development:

The teacher's purpose is to provide a bridge for the students to relate their previous learning to new material to be learned.

Before the textbooks are opened, the teacher familiarizes the students with the material by developing meaningful background. Teacher and student information points and prepares the way for understanding of the topic.

Expectation Outline: a strategy to develop background information.

1. Students tell what they expect to learn about the topic.
2. Teacher or student records all statements on chalkboard.
3. Statements are then arranged into categories to assist students in organizing new concepts.
4. At this stage the teacher can relate new concepts to the information students have generated.

Expectation Outline: Example Lesson - Spiders

1. Teacher: "Let's list all the things that you expect will be included in our chapter on spiders."

2. Students generate a list comparable to the one below:

   Some spiders are poisonous.
   black widows
   Spiders spin webs.
   Some spiders are big, some little.
   tarantulas
   Spiders eat insects.
   fiddlebacks
   Spiders lay eggs.
   All spiders are poison.
   Spiders have eight legs.
   Some spiders live in holes.

3. Students, with the help of the teacher, arrange the list into categories.

Kinds of spiders	Characteristics of spiders
black widows	Spiders eat insects.
fiddlebacks	Spiders lay eggs.
tarantulas	Spiders have eight legs.
	*Some spiders are poisonous.
	Spiders spin webs.
	Some spiders are big, some little.
	*All spiders are poison.

4. *If opposing statements are generated, ask students to look for correct information in the text as they read.

An alternative is to change step 1 and ask the students all they know about a topic.

Expectation Outline: Example Lesson: The Solar System

1. Teacher: "Tell me everything you know about the solar system."

2. Students' response:

   "There are thousands of stars."
   "Black holes eat stars."
   "We have a moon, some planets have more than one."
   "Saturn has rings around it."
   "Pluto is the planet that is the farthest out."
   "We've got lots of satellites up there."
   "We've landed men on the moon and brought back moon rocks."

3. A discussion of the students led to a consensus of opinion that all the statements were correct except, "There is probably more than just thousands of stars, probably millions of stars."

4. The information was categorized in the following manner:

   stars

   "There are thousands of stars."
   "Black holes eat stars."

   planets

   "Saturn has rings around it."
   "Pluto is the planet that is the farthest out."

   moons

   "We have a moon; some planets have more than one."
   "We've landed men on the moon and brought back moon rocks."

5. Teacher states, "You have named two planets in our solar system. We shall be reading about all the planets. Make a list of the planets as you read the chapter."

Once students have generated prereading lists, the teacher should point out that they will encounter many of these terms in the text.

Most chapters will have terms that are completely unfamiliar to the students. Introduce and discuss these key vocabulary words by relating them to familiar experiences.

Example: oasis

Teacher: "When you have been out playing on a hot day, how do you feel?"

Students: "Hot", "tired", "sweaty", "thirsty."

Teacher: "When you are very thirsty, what do you do?"

Students: "Get a drink of water."

Teacher: "People who live in the deserts of Egypt don't have water readily available. The few sources of water in the desert come from springs called 'oases'."

Teachers must introduce the key vocabulary words and their meaning to all readers. This is particularly important to the less able reader. Using a variety of ways to introduce these new words provides a more interesting format for the student. See the next page for some examples.

WAYS TO INTRODUCE KEY VOCABULARY

1. Definition or Synonym Context Clue - Look for clues surrounding a new term which may represent identical or similiar meanings.

   Example: agriculture

   The development of agriculture, or farming practices, took place over a thousand years.

2. Dictionary use - The new word is found in the glossary of the textbook or classroom dictionary.

   Example: domesticate

   To "domesticate" is an act or process of adapting or changing a plant or animal so it can be more easily produced by people.

3. Phonetic analysis - The process of verbalizing the sounds of letters and groups of letters to determine how a word is pronounced.

   Example: population

   The root word of population is "popula" which means "people". Other words that share the root include: populace, populate, and popular.

Teachers also need to be particularly sensitive to words that are very common but have a special meaning in a certain subject area.

Examples: culture - a growth of bacteria in a prepared substance. (science)
the arts and skills of a given people in a given period (social studies).

force - energy that causes or alters motion (science)
strength and power (common)

property - ownership (common)
a characteristic or attribute (science)

Setting Purposes

Unless students have purposes for reading the assignment, many are simply calling words. Students who look for ideas as they read will likely find them, but if they look for nothing, they find that, too!

The previous background-building activities are effective for setting purposes. If you feel that your students are relatively familiar with the concepts to be presented, a prediction guide can also be a very beneficial tool for purpose setting.

Prediction guides give students an opportunity to take a guess before they read and determine how much they already know about the subject.

Constructing Prediction Guides

1. Write a statement for each concept you want students to learn.
2. Write a statement for each vocabulary word important to the chapter.
3. Underline important vocabulary words in the guide.
4. Make about 75% of the statements correct.
5. Tally the responses from the class to find out what you need to emphasize in your teaching.

The following pages give an example as well as a prediction guide form.

PREDICTION GUIDE - Take a guess at the answers before you read. Show how much you already know about this subject.

Subject - Lands of the South Pacific

DIRECTIONS:

1. On the line marked BEFORE READING, try to predict if the statement is true or false according to your background and knowledge.
2. After making all the predictions, read the textbook and write the correct answer on the DURING READING line.
3. If your prediction on the BEFORE line is the same as your answer on the DURING line, then circle the number of that statement.

BEFORE READING	DURING READING		
F	T	1.	Antarctica, Australia, and Melanesia are the land areas of the South Pacific.
T	T	②	Australia has many plants and animals that are found nowhere else in the world.
T	T	③	The Great Barrier Reef is the world's largest coral reef, measuring over 1000 miles.
T	T	④	An atoll is a coral reef that surrounds a large lake or lagoon.
T	F	5.	Micronesia means large islands.
F	F	⑥	Melanesia is a group of islands which are covered with snow-capped mountains.
T	T	⑦	Today most people use the word, "aborigine" to describe the early inhabitants of Australia.
F	F	⑧	Life in the Australian outback is much like that in New York City.
F	T	9.	An aquifer is a layer in the earth that contains water which is trapped between layers of of rock or clay.
T	T	⑩	Polynesia is a group of islands that are scattered across the central Pacific.

PREDICTION GUIDE - Take a guess at the answers before you read. Show how much you already know about this subject.

Subject ______________________________________

DIRECTIONS:

1. On the line marked BEFORE READING, try to predict if the statement is true or false according to your background and knowledge.
2. After making all the predictions, read the textbook and write the correct answer on the DURING READING line.
3. If your prediction on the BEFORE line is the same as your answer on the DURING line, then circle the number of that statement.

BEFORE READING DURING READING

______ ______ 1.

______ ______ 2.

______ ______ 3.

______ ______ 4.

______ ______ 5.

______ ______ 6.

______ ______ 7.

______ ______ 8.

______ ______ 9.

______ ______ 10.

During Reading

The focus of this stage in the development of the lesson is directed to the students' reading and studying to accomplish the established purposes. This is the process which results in comprehension.

The teacher guides the students to read silently before they are to read orally. However, for the less able readers, this is not the easiest procedure, as it can only add to their frustration.

The following suggestions offer alternative activities for reading and studying.

The Revised SQ3R (Survey, Question, Read, Recite, and Review)

Many students who desperately need structure to complete their assignment will benefit from using this activity. This offers a very concrete and systematic analysis of how to organize a reading selection. As with any new procedure, this will need to be teacher-directed repeatedly before the student can be expected to use it independently.

Teacher directions: See sample worksheet as you read the following.

1. Students begin surveying the first section of an assigned chapter. This includes only the chapter title, heading, subheading or supporting ideas of that section.
2. Students are now ready to develop questions from Part I of the worksheet.
3. The students read the text to answer their questions.
4. Students are to continue this process with each section on additional worksheets until the chapter has been completed.
5. By folding worksheet in half lengthwise, students can use these worksheets for recital and review of material for testing.

REVISED SQ3R WORKSHEET No. 1

PART I

Directions: Locate the information in your textbook needed to complete the spaces below.

1. Chapter Title: Southwest Asia
2. Heading: The Land of Southwest Asia
3. Subheadings or Supporting Ideas:
    a. The Role of the Land
    b. The Role of the People
    c. ______________________
    d. ______________________

PART II

Directions: Turn the above information into questions below. Use "who", "what", "where", "when", "why", and "how" to begin questions.

Directions: Read your textbook to answer the questions you wrote. Write your answers below.

QUESTIONS	ANSWERS
1. Where is Southwest Asia?	1. Southwest Asia is the place where Asia, Africa, and Europe come together.
2. What is the land of Southwest Asia like?	2. Southwest Asia is one of the driest places in the world. It is mostly desert.
3a. What is the role of the land in Southwest Asia ?	3a. The mountains of Southwest Asia keep out the rain.
3b. What is the role of the people in Southwest Asia?	3b. The role of the people is to try to keep the deserts from becoming larger.

REVISED SQ3R WORKSHEET No. ________

PART I

Directions: Locate the information in your textbook needed to complete the spaces below.

1. Chapter Title: ______________________________

2. Heading: ______________________________

3. Subheadings or Supporting Ideas:

   a. ______________________________

   b. ______________________________

   c. ______________________________

   d. ______________________________

PART II

Directions: Turn the above information into questions below. Use "who", "what", "where", "why", and "how", to begin questions.

Directions: Read your textbook to answer the questions you wrote. Write your answers below.

QUESTIONS	ANSWERS
1.	1.
2.	2.
3a.	3a.
3b.	3b.

2 3

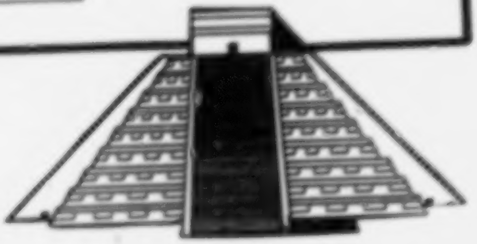
Outline

Pointing out the organization of the reading selection is very important. In addition to the revised SQ3R, the teacher can provide a main idea outline or paragraph frame.

Sample Outline:

The Rise of the Mayan Civilization

- I. The Development of the Mayan Civilization
  - A. Development Begins
  - B. Reasons of development in Mayan Civilization
    - 1. ______________________________
    - 2. ______________________________
    - 3. ______________________________
- II. Trade in the Mayan Civilization
  - A. Important Trade Items
    - 1. ______________________________
    - 2. ______________________________



After Reading

The main function of the after-reading stage is to determine the degree of understanding derived from the content. This is done through follow-up questioning and discussion which will reinforce and diagnose the learning that has occurred.

The teacher is reminded of the importance of allowing ample time (minimum 8 seconds) for students to think through the question and give a response.

Student Response Cards

In the classroom it is not uncommon for the more able students to dominate the discussion. One way to involve all students is to use student response cards. This activity will eliminate waving hands, children who do not respond well in the open classroom discussion, shouting out, and gives the teacher a quick estimate of who does and does not understand the concepts.

These cards may be constructed from 3" X 10" strips of posterboard or by simply folding 8 1/2" X 11" paper in half. The student is instructed to write the appropriate response options on the card. A suggested list follows:

+, -, X, ÷, (Story Problems)

Parts of Book

Parts of Newspaper

Library Skills: Encyclopedia, Dictionary, Almanac

Solid, Liquid, Gas

Animal, Mineral, Vegetable

Fact, Opinion, Fiction

City, State, Continent

North, South, East West

Feelings

Character Names

Shape of Road Signs

Seasons

Verb Tenses

Coin Stamps

Causes and Effect

The teacher asks the question and every student holds up their card pointing to their answer.

Additional After-Reading Suggestions

1. Provide an outline on the overhead or chalkboard to reinforce the discussion session. This will give the students a visual as well as an auditory model of the organization.

2. Hand out a study guide with specific notations as to the page, column, and paragraph numbers in which the answers to the questions can be found.

3. Lead the students to other resources which relate to the topic, (i.e., newspapers, magazines, library books, community brochures, catalogues, etc.).

4. Tape recordings of the subject matter can be effectively used for review and study. Here are some basic principles of organizing and presenting a taped recording:

    I. Editing: Identify key concepts and record verbatim. Summarize or omit other material.

    II. Teaching: The instructor may insert statements in order to demonstrate the use of skimming, illustrations, graphics, comprehension questions, summaries, and other aids. In other words, use the tapes to teach or reinforce good study habits.

    III. Motivation: Motivation and interest can be created by an effective introduction or by involving the student in activities or questioning.

    IV. Marking: Students should always follow their texts while listening to the tapes. Therefore, a marking system is required. Here are some suggested markings for the margins:

        § Summarized material

        ⋮ Omitted material

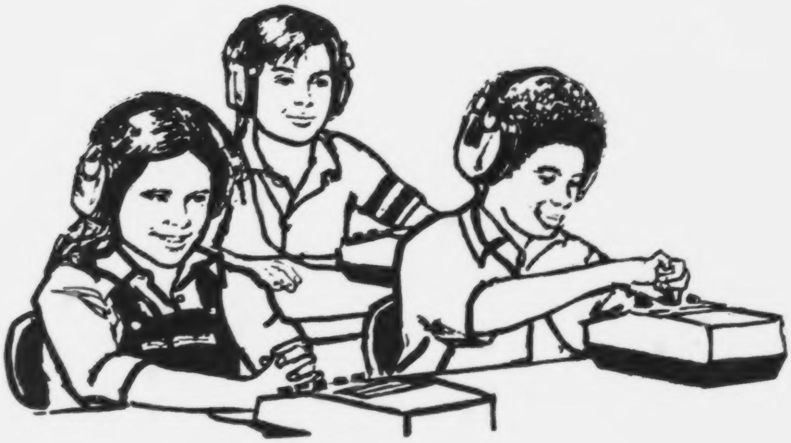
        ✱ Stop the tape for activities or respond to questions.

        | Material recorded verbatim

V. Quality: The tapes should be free of distoration, background noise, etc. Moderate to slow speed and appropriate inflection is desirable.

VI. Evaluation: Monitor the progress of the students utilizing the tapes. This technique will work best with auditory learners.

VII. Assistance: Teacher time can be conserved by enlisting an aide. Some examples are the speech classes, social clubs, civic organizations, teacher aides, student aides, or senior citizen groups. Remember, though, that the organization of the tape should be done by the teacher.



Reading ≠ Math

It is often assumed that poor readers are also poor problem solvers. This is not necessarily true. There are, however, specific reading skills that can be related to math. These include:

1. Knowledge of Math

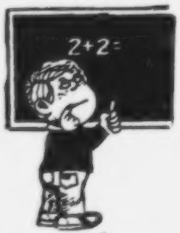
   Knowledge of math related terms, i.e., denominator, devisor, equation, decimal, percent, i.e. Give special attention to word meanings in mathematics context.

   Example: plane root solution
   group power volume

   Write two sentences, one using the word in its mathematical meaning, and one with its common meaning:

   The girl had very pretty legs.

   The legs of an isosceles triangle have equal measure.



2. Ability to read and follow directions

   Determining key words in the directions is important. Some examples include:

   What is the total?

   What is the difference?

   Solve the equation

   Round to the nearest

   Trading ones for tens

   Extend the place value

   Find the sums

   Check subtraction by adding

3. Ability to read story problems

   This is where the students with reading difficulties will have the most trouble in dealing with math. To ensure that students understand what they are to do, have several students state the directions in their own words before independent work begins.

Certain words can give clues to finding the answer in a word problem. For example, words such as "all", "total", "together", and "sum" often show that you have to combine groups, or add, to find the answer. Words such as "difference", "more", "shorter", "longer", "less", "left", "change", and "part" often show that you have to compare or subtract to find the answer. Look for these word clues in the last sentence of a problem.

Test Appendix

INFORMAL READING INVENTORY

One of the most significant tasks of the reading teacher (or any teacher, for that matter) is the proper placement of pupils in their texts.

Reading authorities agree that the Informal Reading Inventory represents one of the most powerful instruments readily available to the classroom teacher for assessing a pupil's instructional reading level. In the hands of a skillful and perceptive teacher, the Informal Reading Inventory may be used to identify major aspects of a pupil's functional reading behavior.

PURPOSES:

1. To aid teachers in placing students in the appropriate reading materials.
2. To analyze pupils' strengths and weaknesses in word recognition and comprehension.

PARTS:

1. Graded Word List: use to find a starting point for oral reading passages.
2. Graded Passages: use to determine appropriate reading levels and types of reading errors.*
3. Teacher's Copy: use for marking errors and determining levels. One copy is needed for each student.
4. Student Copy: This is a permanent copy of the word lists and readi passages.

*NOTE: Passages 4.0-7.0: Special permission granted by My Weekly Reader, Edition 5, News Report. Copyright 1970 and 1971 Xerox Corporation.

Passages PP-3.2: Betts Basic Reader Informal Inventory reprinted by permission of D.C. Heath and Co.

ADMINISTRATION:

STEP 1. Have the student begin reading the word lists (Jordan Oral Screening Test - JOST) two levels below the suspected reading level. Allow up to 5 seconds before encouraging the student to go on to the next word. If a word is incorrectly pronounced, write what the student said. If a student says "Skip," circle the word. If a student self-corrects an error, mark SC next to the word corrected. Continue until the student mispronounces or skips 5 words in a list. Beginning with the next list, have the student look at the remaining lists and pronounce just the known words. Score according to the directions on the JOST scoresheet.

STEP 2. Have the student begin reading passages at the level indicated on the following chart.

WORD LIST SCORE	BEGINNING PASSAGE
1.0 - 1.9	PREPRIMER
1.9 - 2.9	PRIMER
2.9 - 3.9	FIRST READER
3.9 - 4.9	SECOND READER
4.9 - 5.9	THIRD READER
5.9 - 6.9	FOURTH READER
6.9 - 7.9	FIFTH READER
7.9 - 8.9	SIXTH READER
8.9 - 9.9	SEVENTH PASSAGE
9.9 - 10.9	EIGHTH PASSAGE
10.9 - 11.9	NINTH PASSAGE

STEP 3. As the student reads from his or her copy, record errors on the teacher's copy. Collect the test booklet from the student and then ask the questions. The student response does not have to be exact as long as it is clear the question was answered correctly. On the scoring guide at the bottom of the teacher's copy, circle the appropriate level for word recognition and comprehension. Continue the passages until the student reaches the frustration level.

211

TYPES OF ERRORS AND MARKING

	Errors	Examples
O	Omission: Circle the word or words omitted.	Sally ran $\boxed{\text{through}}$ the rain.
I	Insertion: Write the inserted word or words.	Ann was not $\overset{\text{very}}{\vee}$ happy.
S	Substitutions: Write the word substituted.	The $\overset{\text{house}}{\text{horse}}$ was in the field.
M	Mispronunciation: Write the word used.	Mike raced $\overset{\text{tōd}}{\text{toward}}$ the store
AW	Aided Words: Wait 5 seconds, draw a line through the word pronounced for the student.	Sam walked ~~hesitantly.~~
R	Repetitions: Underline repetitions of 2 or more words.	Sue ran $\underline{\text{to the store}}$.
SC	Self-Corrections: If a student makes an error, then self corrects it should be recorded.	The old $\overset{\overset{\text{sc}}{\text{boy}}}{\text{boat}}$ began to sink.

NOTE: WITH THE EXCEPTION OF "Self-Correct," all of the errors above are counted as Word Recognition Errors in determining the student's reading levels on an Informal Reading Inventory. Although all errors should be marked (for DIAGNOSTIC purposes), only count the final attempt at word recognition.

Often two or more errors will occur within the same phrase or cluster of words. "Compound" errors such as these are only counted as ONE ERROR in determining a student's reading levels.

The IRI will provide you with three (3) different Reading Levels.

LEVEL PLACEMENT GUIDELINES

LEVEL	WORDS CORRECT	COMPREHENSION
INDEPENDENT The student reads with ease and understanding.	99-100 words correct	9 out of 10 questions correct
INSTRUCTIONAL Where the teacher teaches the groups.	95-98 words correct	8 out of 10 questions correct
FRUSTRATION To be avoided.	94 or less words correct	6 out of 10 questions correct

SCORESHEET

JOST (Jordan Oral Screening Test)

Name ____________________

Date ____________________

Reading Level ____________

DIRECTIONS: Read the words aloud. If you come to a word you don't know, say "Skip."

SCORING DIRECTIONS

1. Record the number of correct responses on each line.
2. Add to find TOTAL CORRECT.
3. Insert decimal in the tens place of the TOTAL CORRECT.
4. This is the Reading Level. Example: Reading Level 8.3 would mean 8th year, 3rd month.

LEVEL ONE

1. and
2. up
3. but
4. so
5. it
6. he
7. something
8. run
9. me
10. see

____

LEVEL TWO

1. we
2. can
3. jump
4. foot
5. help
6. baby
7. mother
8. play
9. come
10. bark

____

LEVEL THREE

1. same
2. gave
3. suddenly
4. rope
5. heaven
6. happened
7. start
8. farmer
9. along
10. around

____

LEVEL FOUR

1. can't
2. circus
3. herself
4. smart
5. platform
6. exclaim
7. understand
8. wouldn't
9. street
10. learn

____

LEVEL FIVE

1. answers
2. silver
3. careless
4. grave
5. speaking
6. already
7. delicious
8. dumpling
9. legion
10. nation

____

LEVEL SIX

1. examples
2. criticize
3. graciously
4. snuggle
5. natural
6. punishment
7. exercise
8. obey
9. musical
10. religion

____

LEVEL SEVEN

1. radiation
2. medicine
3. customarily
4. yearling
5. future
6. knowledge
7. stallion
8. abundance
9. accidental
10. preoccupy

____

LEVEL EIGHT

1. redundancy
2. forfeit
3. commercially
4. standardized
5. impressionable
6. extraordinary
7. physiology
8. zephyr
9. environmental
10. intoxicating

____

NOTE: A perfect score on this page yields a reading level of 8.0, which is considered the lower limit of functional literacy. A total score of less than 8.0 indicates functional illiteracy; the lower the score, the less literate the individual.

LEVEL NINE

1. destitution
2. burlesque
3. projectile
4. brogue
5. humiliation
6. supplemental
7. irrelevence
8. ingeniously
9. depreciation
10. intangibly

____

LEVEL TEN

1. felonious
2. disproportionate
3. antigravity
4. irrepressible
5. instantaneously
6. fiance'
7. naive
8. requisition
9. noninflammable
10. countermanded

____

LEVEL ELEVEN

1. reprehensibly
2. excruciating
3. xerography
4. ionospheric
5. coalition
6. idiosyncrasy
7. eccentricity
8. envisage
9. affability
10. irrationality

____

LEVEL TWELVE

1. vermifuge
2. avuncular
3. auspiciously
4. antisecessionism
5. verisimilitude
6. disassociation
7. extracurricular
8. iconoclasticism
9. prestidigitarion
10. psychosomatic

____

LEVEL THIRTEEN

1. unameliorative
2. omnipotence
3. hyperkinesis
4. pseudosophisticate
5. lasciviously
6. hypothyroidism
7. automatism
8. interlocutor
9. irrefragable
10. semiconsciousness

____

CORRECT RESPONSES

One _______

Two_______Nine_____________

Three______Ten______________

Four_______Eleven__________

Five_______Twelve__________

Six________Thirteen_________

Seven______TOTAL CORRECT____

Eight______Reading Level____

NOTE: The Reading Level score is the individual's peak performance level, or the very best he or she can do. This is called frustration level. The instructional level must begin at least two years below this point, and leisure reading will be three or more years below the Reading Level score.

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THE NEXT STEP: READING THE PARAGRAPHS

To determine the correct starting level for administering the paragraphs in the Informal Reading Inventory, subtract three levels (3.0) from the student's Grade Equivalent Score found on the Jordan Oral Screening Test (JOST). This will ensure that the students will begin reading paragraphs at their Independent Reading Level. Beginning at the student's SUCCESS LEVEL (independent) guarantees that the student will be more relaxed in responding to the testing situation.

TEACHER'S RECORD

Student Name__________________Age______Grade______Date______

PRE-PRIMER (P.P.)

Preparation: Direct attention to the title. Ask: "What person is mentioned in the title of this story?" (Father)

Fun with Father

"Sue," said Father.

"Here is a little toy house.

It is for you."

"Oh, Father," said Sue.

"A little toy house for me!

I like it."

Comprehension Questions:

_____ 1. Who is the first speaker? (Father)

_____ 2. What is the little girl's name? (Sue)

_____ 3. What did Father tell Sue? (He has a little toy house for her.)

_____ 4. What does the word it stand for in the last sentence Father said? (the toy house)

_____ 5. What does the word you stand for? (Sue)

_____ 6. How did Sue feel about receiving the toy house? (surprised) (She liked it.)

W R Error Count

O______M______

I______AW______

S______R______

Total______

SC______(not counted as error for scoring)

Scoring Guide

W R Errors	COMP Errors
IND 0-1	IND 0
INST 2-3	INST 1-2
Frust 4+	Frust 3+

TEACHER'S RECORD

Student Name__________________Age______Grade______Date______

PRIMER (P)

Preparation: "In this story you will read about what happened one day at school."

The Lost Duck

"Oh, hello Freddie," said Sue. "Will you please look after my duck?" Then Sue ran into the school.

Soon the boys and girls came out. The boys had airplanes and trains. The girls had big dolls and little dolls. They all had something to play with.

Freddie looked at all the toys. But he did not look after the little yellow duck.

Comprehension Questions:

_____ 1. What is the little boy's name? (Freddie)
_____ 2. Why is Sue talking to Freddie? (She wants him to do something.)
_____ 3. What did Sue ask Freddie to do? (care for her duck)
_____ 4. Then what did Sue do? (ran into the school)
_____ 5. What happened next? (The children came out of the school.)
_____ 6. What did the boys have? (airplanes and trains)
_____ 7. What did the girls have? (big dolls and little dolls)
_____ 8. Why did the children bring out their toys? (to play with)
_____ 9. Did Freddie do what Sue asked him to do? (No. He looked at the toys instead of watching the duck.)
_____10. What do you think will happen to the duck? (It may get lost.) Why?

W R Error Count

O______ M______
I______ AW______
S______ R______
Total ________
SC_____(not counted as error for scoring)

Scoring Guide

W R Errors	COMP Errors
IND 0-1	IND 0
INST 2-3	INST 2-4
Frust 4+	Frust 5+

TEACHER'S RECORD

Student Name____________________ Age______ Grade______ Date______

FIRST READER (1.1)

Preparation: "In this story you will read about fun in the snow. What do you think the title of this story means?"

Fly Fast

One cold morning little Freddie saw Mr. Day coming out of the store. Mr. Day was holding a very big bag.

"Hello!" called Freddie. "Would you like me to take that big bag home for you? I can take it on my new sled."

Mr. Day looked at Freddie's sled. On it was the name FLY FAST in gold letters.

Comprehension Questions:

_____ 1. Who is the little boy? (Freddie)
_____ 2. What time of day is it? (morning)
_____ 3. Whom did Freddie meet this cold morning? (Mr. Day)
_____ 4. What had Mr. Day been doing before he met Freddie? (buying things in a store)
_____ 5. How was Freddie going to help Mr. Day? (by taking his bag on the sled)
_____ 6. What did Mr. Day do instead of answering Freddie right away? (He looked at the sled.)
_____ 7. What did Mr. Day see on the sled? (the name FLY FAST)
_____ 8. How did this story get its name? (from the sled)
_____ 9. Was the sled old or new? (new)
_____ 10. Find two different words that show the sled belonged to Freddie. ("my" in "my new sled," and "Freddie's" in "Freddie's sled")

W R Error Count

O_____ M_____
I_____ AW_____
S_____ R_____
Total _____
SC_____ (not counted as error for scoring)

Scoring Guide

W R Errors	COMP Errors
IND 0-1	IND 0-1
INST 2-4	INST 2-4
Frust 5+	Frust 5+

TEACHER'S RECORD

Student Name__________________Age______Grade______Date______

SECOND READER (2.1)

Preparation: "In this old tale some unusual events take place. What is unusual about the title?" (There is no tree called "The Sun Tree.")

The Sun Tree

Once upon a time an old woman lived in a small house near the woods. She lived all alone with her pet bird. He called, "Good day!" to anyone who came to the house.

People liked the old woman. They liked her little house, for it was always filled with warm light. The light did not come from the sun. It came from a flowering apple tree that stood close by the door.

Comprehension Questions:

_____ 1. Who is the story about? (an old woman)

_____ 2. Where did she live? (in a little house near the woods)

_____ 3. What kind of pet did the old woman have? (a parrot; a talking bird)

_____ 4. How did the neighbors feel about visiting this old woman? (They liked to visit her.)

_____ 5. Which word best describes the house: cheerful, gloomy, ugly (cheerful)

_____ 6. What was unusual about the woman's house? (It was always bright and warm with light.)

_____ 7. Where did the light come from? (an apple tree by the door)

_____ 8. Think of a word to describe the apple tree. (Accept pretty, mysterious, unusual, etc.)

W R Error Count
O_____ M_____
I_____ AW_____
S_____ R_____
Total _____
SC_____(not counted as error for scoring)

Scoring Guide

W R Errors	COMP Errors
IND 0-1	IND 0-1
INST 2-4	INST 2-3
Frust 5+	Frust 4+

TEACHER'S RECORD

Student Name__________________Age______Grade______Date______

SECOND READER (2.2)

Preparation: Call attention to the title. Ask "What is going to happen?"

A Trip to Harbor City

Summer had come to Red Oaks. The days were hot. It was time for children to wear shorts.

Peter and Betty Woods had been growing fast. They could no longer wear their last summer's clothes.

Mrs. Woods said, "Maybe Father will drive us to Harbor City. Then we could buy some summer clothes at the shopping center."

"I must reach my office early," said Mr. Woods. "I'll gladly drive you, if we can get to the city by nine o'clock."

Comprehension Questions:

_____ 1. What time of the year is it? (summer)

_____ 2. Where does this family live? (Red Oaks)

_____ 3. What are the names of the children? (Peter and Betty)

_____ 4. What problem did Peter and Betty have? (They needed new summer clothes.)

_____ 5. Who had a suggestion for solving the problem? (Mrs. Woods, their mother)

_____ 6. What was her suggestion? (To go to town with their Father.)

_____ 7. On what condition did Mr. Woods say he would take the family to the city? (If he would arrive at his office by 9:00)

_____ 8. If the distance from Red Oaks to Harbor City required one hour's drive, what time would the Wood's family have to leave their house? (eight o'clock)

W R Error Count

O______ M______
I______ AW______
S______ R______
Total ______
SC_____ (not counted as error for scoring)

Scoring Guide

W R Errors	COMP Errors
IND 0-1	IND 0
INST 2-4	INST 2-3
Frust 5+	Frust 4+

TEACHER'S RECORD

Student Name__________________Age______Grade______Date______

THIRD READER (3.1)

Preparation: Direct attention to the title. Ask: "Does the title of this selection refer to a person, a place, or a thing?"

The Winner

Apples grow everywhere in the United States. But people in the northwest states believe they grow the best apples of all.

Apple picking time is a wonderful time for everyone. People come from miles around to help the fruit growers pick the apples.

Some fruit growers, like Mr. Smith, give prizes to the best apple pickers.

Young Jack Smith used to say, "When I'm big enough, I'll get into the apple picking contest, too. I should like to win one of Father's prizes.

Comprehension Questions:

_____ 1. What kind of fruit is this story about? (apples)
_____ 2. Where are apples grown? (everywhere in the United States)
_____ 3. Where are the best apples grown, according to some people? (in the northwest)
_____ 4. Name a state in the northwest. (Washington, Oregon, etc.)
_____ 5. How do people in the northwest feel about picking apples? (They like to pick apples: etc.)
_____ 6. What fruit grower is mentioned in the story? (Mr. Smith)
_____ 7. Why must men like Mr. Smith have many men to help him? (Fruit ripens quickly. It must be picked before it spoils.)
_____ 8. Who is Jack Smith? (Mr. Smith's son: a young boy, etc.)
_____ 9. Why does he want to enter an apple picking contest? (to win one of his father's prizes)
_____10. Who would be able to enter the apple picking contest: your brother (or sister), you, your father? (father)

W R Error Count

O______ M______
I______ AW______
S______ R______
Total ________
SC_____(not counted as error for scoring)

Scoring Guide

W R Errors	COMP Errors
IND 0-1	IND 0-1
INST 2-3	INST 2-3
Frust 4+	Frust 4+

TEACHER'S RECORD

Student Name__________________Age______Grade______Date______

THIRD READER (3.2)

Preparation: "In this story you will read about the American Indians of the Southwest."

The Meeting Room

In each village on the cliffs there was a large meeting room. To enter this room the Indians had to climb onto the roof and descend through an opening.

Inside the round meeting room, a fire of juniper logs burned in the middle of the floor. Beside the fire sat the wise men of the tribe. They sang songs and told stories.

Around the walls sat children of all ages. They listened eagerly to the wise men.

The men told stories to explain why the world is the way it is. They explained the thunder and the moon and the stars. They explained the animals, too, and told why each one was different--some wild, some gentle.

Comprehension Questions:

_____ 1. What did each village have? (a large meeting room)
_____ 2. What was unusual about the entrance to this meeting room? (It was in the roof of the room)
_____ 3. In what way was this meeting room used? (The wise men of the tribe sat around a fire, singing songs and telling stories.)
_____ 4. Who else could be found in the meeting room? (children)
_____ 5. Why were the children there? (to listen to the stories and to learn things.)
_____ 6. What were some of the things the children learned from the wise men? (They learned about thunder, the moon, the stars, and about different animals.)
_____ 7. What did the Indian children learn about animals? (why each one was different)
_____ 8. What two words were used to describe the different kinds of animals? (wild, gentle) Name a wild animal you think these Indians knew. (mountain lion or any reasonable answer.)

W R Error Count
O______ M______
I______ AW______
S______ R______
Total ______
SC______(not counted as error for scoring)

Scoring Guide

W R Errors	COMP Errors
IND 0-1	IND 0-1
INST 2-5	INST 2-3
Frust 6+	Frust 4+

TEACHER'S RECORD

Student Name__________________Age______Grade______Date______

FOURTH READER (4.0)

Preparation: "In this selection you will read about the Amazon River."

Mighty River of Brazil

The greatest river in the world lies in South America. It runs thousands of miles across Brazil to the sea. Strange tales have been told of the mighty Amazon.

These tales began with the naming of the river years ago.

One of the early Spanish explorers thought that the long-haired native men he saw there were women. He was surprised to find that they were fierce fighters. He had heard in his own land tales of strange, warlike women. These women were called Amazons. So he named the river the Amazon.

No other river in the world carries so much water as the Amazon. It gathers waters from half of South America and sends them in a flood out to sea. It is so deep that ocean liners can travel the river for two thousand miles.

Comprehension Questions:

_____ 1. Through which country does the Amazon flow? (Brazil)
_____ 2. What is one of the strange tales about this river? (how it got its name)
_____ 3. Who named the river? (a Spanish explorer)
_____ 4. What was unusual about the natives this Spaniard saw? (The native men had long hair, resembling women.)
_____ 5. Why did the explorer use the name Amazon? (He thought the native men were women. He had heard about warlike women called Amazons, so he named the river Amazon.)
_____ 6. Why is the river considered by the author "the greatest river"? (It carries more water than any other river in the world.)
_____ 7. How far can ocean liners travel up the Amazon? (2000 miles)
_____ 8. If you went 2000 miles west (east, north, or south) from where you are now, where would you be?

W R Error Count

O______ M______
I______ AW______
S______ R______
Total ______
SC_____ (not counted as error for scoring)

Scoring Guide

W R Errors	COMP Errors
IND 0-1	IND 0-1
INST 3-6	INST 2-3
Frust 7+	Frust 4+

TEACHER'S RECORD

Student Name__________________Age______Grade______Date______

FIFTH READER (5.0)

Preparation: Let the pupil tell what is meant by "outer space" Ask: "At the present time. what is in outer space that has been put there by man? (satellites) "How has man been able to send a satellite into outer space? (by rockets)

The First Rockets

Take a tube that is sealed at one end. Put into it a charge of something that will explode. As the blast blows out the open end at the back, the tube jumps forward. The gases made by the exploding charge push against the walls of the tube in all directions. Since the gases cannot get out forward, the tube runs away and leaves them behind. That is a rocket.

The Chinese found this out about the year 1200, when they invented gunpowder. The first gunpowder was poor, as far as exploding power went. It burned slowly instead of going off all at once with a bang. So when it was placed in tubes, the tubes moved forward, carrying some of the unburned powder instead of blowing up.

The Chinese had invented rockets!

Comprehension Questions:

_____ 1. What shape is a rocket? (tube-shaped, cylindrical)
_____ 2. What is placed inside? (a charge that will explode; and explosives)
_____ 3. Describe both ends of the rocket. (The one end is pointed and closed. The other end is left open.)
_____ 4. What happens when the charge explodes? (The gases push against all sides of the rocket, escaping through the opening.)
_____ 5. When was the first rocket made? (1200)
_____ 6. How many years ago was the first rocket made? (around 785)
_____ 7. By whom was the rocket "invented"? (The Chinese)
_____ 8. What was an important discovery that made the Chinese rockets work? (the discovery of gunpowder)

W R Error Count

O______ M______
I______ AW______
S______ R______
Total ______
SC_____ (not counted as error for scoring)

Scoring Guide

W R Errors	COMP Errors
IND 0-1	IND 0-1
INST 2-6	INST 2-3
Frust 7+	Frust 4+

TEACHER'S RECORD

Student Name__________________Age______Grade______Date______

SIXTH READER (6.0)

Preparation: "In this selection you will read about Indian Elephants."

Four-Footed Lumberjacks

Most Indian elephants are working animals. These big beasts, weighing up to 7 tons, are used in place of jeeps, cranes, and bulldozers.

Elephants toil in India's forests and lumberyards. The animals are able to work in dense forests where motor vehicles are unable to go. These four-footed lumberjacks push, pull, and lift logs weighing a ton or more. Several elephants labor together to lift a heavy log. Two or three elephants pull a chain to drag a big log through thick underbrush or up a hill.

At a mill or lumberyard, elephants unload trucks and pile logs neatly. Elephants are skillful at making sure that ends of logs in a pile are even.

Comprehension Questions:

_____ 1. What kinds of machines do India's working elephants replace? (jeeps, cranes, bulldozers, trucks)

_____ 2. What words are used that mean the same as elephant in this paragraph? (beasts, lumberjacks)

_____ 3. What words are used in this paragraph that are synonyms of work? (toil, labor)

_____ 4. Two words are opposites in this paragraph What are they? (able, unable)

_____ 5. How heavy a log can the elephants lift? (Logs weighing a ton or more)

_____ 6. What does the word several mean in this passage? (several means two or three)

_____ 7. What do the elephants do at a mill or lumberyard? (Elephants unload trucks and pile logs.)

_____ 8. Compare the kinds of fuel needed for elephants and machines. Which is easiest to get in the forest?

W R Error Count

O______M______

I______AW______

S______R______

Total ________

SC_____(not counted as error for scoring)

Scoring Guide

W R Errors	COMP Errors
IND 0-1	IND 0-1
INST 2-4	INST 2-3
Frust 5+	Frust 4+

TEACHER'S RECORD

Student Name__________________Age______Grade______Date______

SEVENTH READER (7.0)

Preparation: Have the pupil read the title and tell what a scientist is.

An Early Scientist

The huge cathedral was silent except for the sound of scattered footsteps on the stone floor. Here and there men and women were kneeling when the young Galileo rose to leave. As he did so, his glance fell upon the great lamp hanging above him.

Someone had just come to light the lamp, and in order to do so more easily, he drew it toward him. When he let it go, it swung back and forth, back and forth as the young man watched with growing interest.

Galileo noted that although the swinging became less and less as it died down, the time of each swing neither increased nor lessened. But how could he be sure? There were no watches in those days, more than three hundred years ago. How could he measure exactly the length of time it took the swinging object to make each swing?

His heart beat excitedly. The beat in his body was so regular he could use it as a timepiece. He did and found he was absolutely right. The lamp, swinging like the pendulum of a big clock, took the same time to make its first large movement as the last small one. The swing was as regular as the beat of his pulse.

Comprehension Questions:

_____ 1. Who is the scientist in the story? (Galileo)
_____ 2. Where was Galileo when the story opened? (in a cathedral)
_____ 3. What is a cathedral? (a very large church, often in Europe)
_____ 4. What attracted Galileo's interest? (a swinging lamp)
_____ 5. What did Galileo notice about the swinging lamp? (That each swing took the same amount of time)
_____ 6. How did he time the swings? (by using his own pulse)
_____ 7. What decreased as Galileo watched the lamp--the times of swings or the distances of the swings? (the distances)
_____ 8. Approximately what year did this story take place? (any year between 1560 and 1660. The date given in Compton's pictured encyclopedia is 1583.)

W R Error Count

O______M______
I______AW______
S______R______
Total ________
SC_____(not counted as error for scoring)

Scoring Guide

W R Errors	COMP Errors
IND 0-2	IND 0-1
INST 3-9	INST 2-3
Frust 10+	Frust 4+

STUDENT COPY

The following stories are for the students to read from. You may put them in booklet form for ease of handling. Cut each page in half so the student sees only one story at a time.

Fun with Father

"Sue," said Father.
"Here is a little toy house.
It is for you."
"Oh, Father," said Sue.
"A little toy house for me!
I like it."

The Lost Duck

"Oh, hello Freddie," said Sue. "Will you please look after my duck?" Then Sue ran into the school.

Soon the boys and girls came out. The boys had airplanes and trains. The girls had big dolls and little dolls. They all had something to play with.

Freddie looked at all the toys. But he did not look after the little yellow duck.

Fly Fast

One cold morning little Freddie saw Mr. Day coming out of the store. Mr. Day was holding a very big bag.

"Hello!" called Freddie. "Would you like me to take that big bag home for you? I can take it on my new sled."

Mr. Day looked at Freddie's sled. On it was the name FLY FAST in gold letters.

The Sun Tree

Once upon a time an old woman lived in a small house near the woods. She lived all alone with her pet bird. He called, "Good day!" to anyone who came to the house.

People liked the old woman. They liked her little house, for it was always filled with warm light. The light did not come from the sun. It came from a flowering apple tree that stood close by the door.

A Trip to Harbor City

Summer had come to Red Oaks. The days were hot. It was time for children to wear shorts.

Peter and Betty Woods had been growing fast. They could no longer wear their last summer's clothes.

Mrs. Woods said, "Maybe Father will drive us to Harbor City. Then we could buy some summer clothes at the shopping center."

"I must reach my office early," said Mr. Woods. "I'll gladly drive you, if we can get to the city by nine o'clock."

The Winner

Apples grow everywhere in the United States. But people in the northwest states believe they grow the best apples of all.

Apple picking time is a wonderful time for everyone. People come from miles around to help the fruit growers pick the apples.

Some fruit growers, like Mr. Smith, give prizes to the best apple pickers.

Young Jack Smith used to say, "When I'm big enough, I'll get into the apple picking contest, too. I should like to win one of Father's prizes.

The Meeting Room

In each village on the cliffs there was a large meeting room. To enter this room the Indians had to climb onto the roof and descend through an opening.

Inside the round meeting room, a fire of juniper logs burned in the middle of the floor. Beside the fire sat the wise men of the tribe. They sang songs and told stories.

Around the walls sat children of all ages. They listened eagerly to the wise men.

The men told stories to explain why the world is the way it is. They explained the thunder and the moon and the stars. They explained the animals, too, and told why each one was different--some wild, some gentle.

Mighty River of Brazil

The greatest river in the world lies in South America. It runs thousands of miles across Brazil to the sea. Strange tales have been told of the mighty Amazon.

These tales began with the naming of the river years ago.

One of the early Spanish explorers thought that the long-haired native men he saw there were women. He was surprised to find that they were fierce fighters. He had heard in his own land tales of strange, warlike women. These women were called Amazons. So he named the river the Amazon.

No other river in the world carries so much water as the Amazon. It gathers waters from half of South America and sends them in a flood out to sea. It is so deep that ocean liners can travel the river for two thousand miles.

The First Rockets

Take a tube that is sealed at one end. Put into it a charge of something that will explode. As the blast blows out the open end at the back, the tube jumps forward. The gases made by the exploding charge push against the walls of the tube in all directions. Since the gases cannot get out forward, the tube runs away and leaves them behind. That is a rocket.

The Chinese found this out about the year 1200, when they invented gunpowder. The first gunpowder was poor, as far as exploding power went. It burned slowly instead of going off all at once with a bang. So when it was placed in tubes, the tubes moved forward, carrying some of the unburned powder instead of blowing up.

The Chinese had invented rockets!

Four-Footed Lumberjacks

Most Indian elephants are working animals. These big beasts, weighing up to 7 tons, are used in place of jeeps, cranes, and bulldozers.

Elephants toil in India's forests and lumberyards. The animals are able to work in dense forests where motor vehicles are unable to go. These four-footed lumberjacks push, pull, and lift logs weighing a ton or more. Several elephants labor together to lift a heavy log. Two or three elephants pull a chain to drag a big log through thick underbrush or up a hill.

At a mill or lumberyard, elephants unload trucks and pile logs neatly. Elephants are skillful at making sure that ends of logs in a pile are even.

231

An Early Scientist

The huge cathedral was silent except for the sound of scattered footsteps on the stone floor. Here and there men and women were kneeling when the young Galileo rose to leave. As he did so, his glance fell upon the great lamp hanging above him.

Someone had just come to light the lamp, and in order to do so more easily, he drew it toward him. When he let it go, it swung back and forth, back and forth as the young man watched with growing interest.

Galileo noted that although the swinging became less and less as it died down, the time of each swing neither increased nor lessened. But how could he be sure? There were no watches in those days, more than three hundred years ago. How could he measure exactly the length of time it took the swinging object to make each swing?

His heart beat excitedly. The beat in his body was so regular he could use it as a timepiece. He did and found he was absolutely right. The lamp, swinging like the pendulum of a big clock, took the same time to make its first large movement as the last small one. The swing was as regular as the beat of his pulse.

COMMERCIAL INFORMAL READING INVENTORIES

1. Sucher-Allred Reading Placement Inventory: Grades: 1-10
   Assesses reading levels of students and word perception and comprehension skill competency.

   The Economy Company
   P.O. Box 25308
   Oklahoma City, Oklahoma 73125

2. Standard Reading Inventory by Robert A. McCracken: Grades: PP-7
   This test assesses individual oral and silent reading levels as well as comprehension.

   Klamath Printing Company
   Klamath Falls, Oregon 97601

3. Classroom Reading Inventory by Nicholas J. Silvarolli: Grades 2-8
   An informal test that assesses reading levels.

   William C. Brown Company
   2460 Kerper Boulevard
   Dubuque, Iowa 52001

4. Botel Reading Inventory: Grades 1-12
   A group-administered inventory consisting of several subtests to determine reading levels. It measures phonics, word recognition, word-opposites reading, word-opposites, and listening.

   Follett Education Corporation
   1010 W. Washington Boulevard
   Chicago, Illinois 60607

5. Basal Reader Inventory: Many of the Basal Reading Series have constructed an Informal Reading Inventory to be used with their series. These can be obtained from the company.

6. Ray Informal Reading Inventory: Grades: PP-1. Assesses reading levels of students, and word perception and comprehension skills.

   Dr. Darrell Ray, Professor
   Oklahoma State University
   Stillwater, Oklahoma 74074

JAST - JORDAN AUDITORY SCREENING TEST

Directions: "Listen carefully as I say each set of words. Tell me if the words sound exactly alike, or if they are different." Mark each correct response 1. Mark incorrect responses 0. Mark C for any set of words the child does not respond to.

Initial Consonant Sounds

___ 1. bed - dead
___ 2. dime - time
___ 3. look - look
___ 4. back - pack
___ 5. tam - dam
___ 6. dill - bill
___ 7. pane - bane
___ 8. say - say
___ 9. fat - vat
___10. no - no
___11. hot - what
___12. vetch - fetch
___13. mile - nile
___14. where - hare
___15. got - got
___16. yet - wet
___17. Dane - Jane
___18. you - you
___19. Sue - zoo
___20. jot - dot
___21. we - ye
___22. cob - gob
___23. rack - lack
___24. zipper - slipper
___25. goat - coat
___26. might - might
___27. lake - rake
___28. noose - moose

___ TOTAL CORRECT

Final Consonant Sounds

___ 1. fuss - suzz
___ 2. caught - caught
___ 3. bet - bed
___ 4. red - red
___ 5. muck - mug
___ 6. hum - hun
___ 7. give - give
___ 8. clod - clot
___ 9. his - hiss
___10. bug - buck
___11. seat - seat
___12. mad - Madge
___13. yes - yes
___14. run - rum
___15. pig - pig
___16. safe - save
___17. pub - pub
___18. stub - stud
___19. live - life
___20. stop - stob
___21. make - make
___22. wedge - wed
___23. rid - rib
___24. love - love

___ TOTAL CORRECT

0 to 3 errors-- probably no disability, unless other symptoms are apparent in daily work.

4 to 6 errors-- probably moderate degree of disability, if other symptoms are apparent in daily work.

7 to 10 errors-- pronounced disability is indicated, especially if other symptoms are apparent in daily work; thorough hearing diagnosis is indicated to be sure the child is not partially deaf.

more than 10-- serious problem is indicated if other symptoms are apparent in daily work; hearing diagnosis must be done to determine part which actual hearing loss may be playing in learning difficulties.

FINDING THE CHILD'S INSTRUCTIONAL LEVEL OF READING BY TESTING HIS RECOGNITION OF THE 220 DOLCH BASIC SIGHT WORDS

Any child reading at third grade level needs to know all 220 of the Dolch words as sight words. A Scale for Determining A Child's Reader Level[1] has been prepared for testing the child's knowledge of these words and then estimating his or her reader level and the number of these words he or she can recognize.

In establishing the scale, the child was asked to pronounce the words as a recall test.

The following criteria serve as a basis for computing the child's score on the test:

1. The child should respond within a few seconds (ten or less). If he or she does not, he or she should be encouraged to go on to the next word.

2. The teacher may indicate children's responses in the following way:

    a. If the word is called properly, draw a line through it.
    b. If the word is miscalled, then corrected before going on, write beside the word what the child said and then indicate with a "C" in front of the word that he corrected it.
    c. If the word is miscalled but not corrected, write the child's pronunciation above the word.
    d. If the child is willing to "skip" a word or move on without identifying it in any way, do not mark it.
    e. If a child makes several guesses and seems to get the word right only by guessing, write down the mispronunciation but do not draw a line through the word.
    f. The child's score on the total test is the number of words lined through.
    g. If the child makes pertinent comments about words as he or she goes along, it is wise to jot them down on the margin of the page, for example:

        1) Spelling out each word: "c - a - n, that's can."
        2) "Oh, I know it but I just can't say it."
        3) "I had that word in spelling just this week."
        4) "It's 'on' or 'no' but I don't know which."
        5) "Am I doing all right? Is this good?"

---

[1] Maude McBroom, Julia Sparrow, and Catherine Eckstein, Scale for Determining a Child's Reader Level, Iowa City, Bureau of Publications, Extension Division, State University of Iowa, 1944.

3. The scale for determining reader level on the basis of this score devised by McBroom, Sparrow, and Eckstein follows:

APPROXIMATE READER LEVELS BASED ON THE DOLCH BASIC SIGHT WORD TEST

Dolch Words Known	Equivalent Reader Levels
0 - 75	Pre-Primer
76 - 120	Primer
121 - 170	First Reader
171 - 210	Second Reader or Above
Above 210	Third Reader or Above

It is now possible to make a detailed analysis of the errors made on this recall test. The errors may be grouped as wrong beginnings, wrong middles, wrong endings, reversals, wrong several parts, miscellaneous, and words failed to pronounce. The following are illustrations of each type of error:

Wrong Beginnings: black - back; can - an; down - brown; call - all

Wrong Middles: may - my; cut - cat; always - away; came - come

Wrong Endings: do - don't; an - and; ask - as; does - don't; done - do

Reversals: its - sit; eat - ate; ate - eat; on - no; saw - was

Wrong Several Parts: drink - did; have - he; grow - good; bring - drink

Miscellaneous: had - very; keep - be (may be a reversal of "p" & "b")

The teacher should concentrate first on correcting wrong beginnings. All instruction should emphasize sequential left-to-right examination of words.

TEACHER COPY

THE BASIC WORD TEST - PART I

NAME ______________________________ DATE ____________________

1.	by	at	a	it
2.	in	I	be	big
3.	did	good	do	go
4.	all	are	any	an
5.	had	have	him	drink
6.	its	is	into	if
7.	ask	may	as	am
8.	many	cut	keep	know
9.	does	goes	going	and
10.	has	he	his	far
11.	but	jump	just	buy
12.	black	kind	blue	find
13.	fast	first	ate	eat
14.	help	hot	both	hold
15.	brown	grow	bring	green
16.	four	every	found	eight
17.	from	make	for	made
18.	around	funny	always	because
19.	long	let	little	look
20.	away	again	after	about
21.	cold	can	could	clean
22.	full	fall	five	fly
23.	before	best	better	been
24.	live	like	laugh	light
25.	her	here	how	hurt
26.	down	done	draw	don't
27.	give	get	gave	got
28.	came	carry	call	come

TEACHER COPY

THE BASIC SIGHT WORD TEST - PART 2

NAME ____________________________ Date ____________________

1.	sit	me	to	the
2.	not	of	we	so
3.	red	too	seven	walk
4.	six	start	show	stop
5.	put	round	right	pull
6.	no	on	or	old
7.	yellow	you	your	yes
8.	please	pick	play	pretty
9.	take	ten	they	today
10.	my	much	must	together
11.	own	under	off	over
12.	out	new	now	our
13.	open	one	only	once
14.	try	myself	never	two
15.	us	up	upon	use
16.	with	white	was	wash
17.	shall	she	sleep	small
18.	who	write	would	why
19.	some	very	sing	soon
20.	wish	well	work	will
21.	ran	read	run	ride
22.	then	tell	their	them
23.	see	saw	say	said
24.	that	there	these	three
25.	when	which	where	what
26.	thank	those	this	think
27.	want	went	were	warm

THE BASIC WOR

NAME ____________________

1.	by	at
2.	in	I
3.	did	good
4.	all	are
5.	had	have
6.	its	is
7.	ask	may
8.	many	cut
9.	does	goes
10.	has	he
11.	but	jump
12.	black	kind
13.	fast	first
14.	help	hot

C WORD TEST - PART I

________ DATE ____________________

a
be
do
any
him
into
as
keep
going
his
just
blue
ate
both

it
big
go
an
drink
if
am
know
and
far
buy
find
eat
hold

15.	brown	grow	bring	green
16.	four	every	found	eight
17.	from	make	for	made
18.	around	funny	always	because
19.	long	let	little	look
20.	away	again	after	about
21.	cold	can	could	clean
22.	full	fall	five	fly
23.	before	best	better	been
24.	live	like	laugh	light
25.	her	here	how	hurt
26.	down	done	draw	don't
27.	give	get	gave	got
28.	came	carry	call	come

THE BASIC SIGHT WORD TEST - PART 2

NAME ______________________________ Date ______________________

1.	sit	me	to	the
2.	not	of	we	so
3.	red	too	seven	walk
4.	six	start	show	stop
5.	put	round	right	pull
6.	no	on	or	old
7.	yellow	you	your	yes
8.	please	pick	play	pretty
9.	take	ten	they	today
10.	my	much	must	together
11.	own	under	off	over
12.	out	new	now	our
13.	open	one	only	once
14.	try	myself	never	two

15.	us	up	upon	use
16.	with	white	was	wash
17.	shall	she	sleep	small
18.	who	write	would	why
19.	some	very	sing	soon
20.	wish	well	work	will
21.	ran	read	run	ride
22.	then	tell	their	them
23.	see	saw	say	said
24.	that	there	these	three
25.	when	which	where	what
26.	thank	those	this	think
27.	want	went	were	warm

DOLCH BASIC WORD LIST

PRE-PRIMER

a ____
away ____
blue ____
come ____
find ____
funny ____
help ____
I ____
is ____
jump ____
look ____
me ____
not ____
play ____
run ____
see ____
three ____
two ____
we ____
yellow ____
and ____
big ____
can ____
down ____
for ____
go ____
here ____
in ____
it ____
little ____
make ____
my ____
one ____
red ____
said ____
the ____
to ____
up ____
where ____
you ____

PRIMER

all ____
are ____
ate ____
black ____
but ____
did ____
eat ____
get ____
have ____
into ____
must ____
no ____
with ____
our ____
please ____
ran ____
saw ____
she ____
soon ____
there ____
this ____
under ____
was ____
want ____
white ____
yes ____
am ____
at ____
be ____
brown ____
came ____
do ____
four ____
good ____
he ____
like ____
news ____
who ____
now ____
out ____
pretty ____
ride ____
say ____
so ____
that ____
they ____
too ____
want ____
well ____
what ____
will ____
on ____

DOLCH BASIC WORD LIST

FIRST GRADE

after ____
an ____
as ____
by ____
every ____
from ____
going ____
has ____
him ____
how ____
know ____
let ____
may ____
old ____
open ____
put ____
some ____
take ____
them ____
think ____
were ____
again ____
any ____
ask ____
could ____
fly ____
give ____
had ____
her ____
his ____
just ____
live ____
of ____
once ____
over ____
round ____
stop ____
thank ____
then ____
walk ____
when ____

SECOND GRADE

always ____
because ____
before ____
both ____
call ____
does ____
fast ____
five ____
gave ____
green ____
made ____
off ____
or ____
read ____
sing ____
sleep ____
their ____
those ____
us ____
very ____
which ____
wish ____
would ____
your ____
around ____
been ____
best ____
buy ____
cold ____
don't ____
first ____
found ____
goes ____
its ____
many ____
pull ____
right ____
sit ____
tell ____
these ____
upon ____
use ____
wash ____
why ____
work ____
write ____

DOLCH BASIC WORD LIST

THIRD GRADE

about ____
bring ____
clean ____
done ____
drink ____
fall ____
full ____
grow ____
hot ____
if ____
warm ____

kind ____
light ____
much ____
never ____
own ____
seven ____
show ____
small ____
ten ____
together ____

better ____
carry ____
cut ____
draw ____
eight ____
far ____
got ____
hold ____
hurt ____
keep ____

laugh ____
long ____
myself ____
only ____
pick ____
shall ____
six ____
start ____
today ____
try ____

DOLCH BASIC SIGHT VOCABULARY
Context Tests

The Dolch list of 220 basic sight words has been divided into three groups. Group I consists of the 60 Dolch words in the Curtis list of the two most common pre-primer words. Group II contains the 67 words on the Stone-Dolch list, while Group III is composed of the remaining 103 words.

The three stories in this set are designed to test the words in context according to this grouping. The child who is not expected to know many of the words should be asked to read "The See-Saw," the test for Group I. "Camping Out," the test for Group II, is not cumulative. It contains all the Group II words but does not repeat all the words from Group I. A child who is expected to know most of the words may be asked to read only "The Best Thing in the World." This test is cumulative and contains the entire 220 words, including both pronunciations of the word "read."

The child should read orally. Errors are recorded as in the Informal Reading Inventory oral passages (page 214). It may be helpful to transfer the record of errors to the record sheets for the Dolch list to compare with the performance on words presented in isolation.

Dolch I

The See-Saw

Jane was going to the store. She went down the street. She saw a boy and a little dog.

The boy said, "Come and play with me. You may play with my dog."

Jane said, "I will play with you. What can the dog do? He is not very big."

"He is a good dog," said the boy. "He can run and jump. And he can ride a see-saw."

"Oh, I want to see him ride," said Jane. "Where is it?"

"I have it here," the boy said.

He said to the dog, "Go find the see-saw. We will have a ride."

The dog ran to the see-saw.

"Do you like to ride?" said the boy. "Say 'Yes'."

The dog said, "Bow-wow!"

"Look at this," said the boy. "I am up and he is down. He is up and I am down."

"What a funny ride for a dog!" said Jane.

Did you ever see a dog ride a see-saw?

Dolch II

Camping Out

Some boys went camping. They were going to sleep in a brown tent. They put it up by a tree. Two of the boys went into the tent to make the beds. They had put up the tent too fast, and it soon came down on them. The boys went under it. They could not get out. The other three boys began to laugh. The boys began to call, "Help, help! Stop laughing and give us some help. This is no fun!"

After the tent was up, they made the beds. Then they all went for a walk. There were so many pretty flowers they picked some to take home. The flowers were red and blue and white. They saw some green and black berries, but they were not good to eat. They saw an old woman. One of the boys gave his flowers to her. She was very pleased at that. She said to him, "Thank you for your flowers."

After supper, one boy said, "Who has to do the dishes while we are away from home?"

"We will all do dishes now," said another boy.

"Yes, and then we will read and sing until bedtime."

The Best Thing in the World

Once upon a time there were four brothers who lived in a far-away land. Their father was an old king. One day he said, "I will not live long now. Today you must start out into the world. In a year bring back the best thing you have found. The one who can pick the best thing shall be the new king."

The first brother said, "I will look in every city or town. I will buy the best thing I can find for my father."

The next two brothers said, "We will both go on fast ships over the sea. We will find something better."

The last brother said, "I am going to ask the people here in our own land to tell me the best thing." The other three began to laugh.

"Then you will never be king!" they said.

The last brother started off. When he had gone about six miles, he met a man.

What do you carry in those big bags?" he asked.

"The best thing in the world," said the man. "These are full of the good nuts which fall from my five nut trees."

"I don't think that would work," said the brother to himself. I must try again."

The brother went on another seven miles. He found a small brown bird. It had been hurt so he put it in his coat where it could keep warm. As he went on, he saw a little girl crying. He ran to meet her.

"Why are you crying?" he asked.

"I want to get some water from the well," she said. "We use so much. We drink cold water. We wash the clothes clean with hot water. But I do not know how to pull it up. Please show me."

The brother said, "Hold this bird and I will help you. It does not fly around anymore because it got its wings cut."

"Thank you. What a pretty bird!" she said. "I wish you would give it to me. If you will let me keep it, I will always be very kind to it. I will take care of it myself. I will make it grow well again."

"Yes, you may have it," said the brother. So he gave her the bird and went on.

At night, he went to sleep under a round yellow haystack. When it was light again he walked on. Every day he would walk eight or ten miles. He asked the people about the best thing in the world. Some said it was best to sing. Some said it was best to run and jump and play. Some said the green grass was best. Some liked the red and blue and white flowers best. One man said the best thing was to ride a black horse.

He always stopped for people who needed help. Soon he made many friends. All the people began to like him. They would say, "See, there goes the king's son. He would be just the right kind of king for us."

Every door was open to him. The people would call to him to stop. They would ask him to come and eat with them. After he ate, he would sit down and read to the children. After he read, he showed them how to draw and write.

Months went by. He still had no beautiful thing to take to his father. Just before the year was done he went home again. The time came when the king called his sons together.

"What did you bring?" he asked.

The other brothers had many beautiful things.

"And what do you bring?" said the king to the last brother.

"This is too funny!" said the other brothers. "He has nothing!"

"I bring only friendship of your people," said the last brother.

"And that is the best thing!" cried the father. "You shall be the new king."

656 words

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TEACHING READING WITH THE 3000 INSTANT WORDS

Direct Instruction of the First 300 Instant Words

The first 300 Instant Words are met so often in written materials both in and out of the classroom that they must be instantly recognized if a reader is to attain independence. They make up 65% of the words he/she is likely to encounter through junior high school. Beginning readers, remedial readers, special education students and English as a Second Language students require direct, intense instruction in these important words to the point where they become "sight words".

Direct instruction to build sight vocabularies can be accomplished in the following way:

1. Write the word to be taught on the chalkboard or on an oaktag card. Provide an object or picture representing the word if possible so that the word can serve as a label.
2. Have the student look at the word as you say it, first in isolation, then in context, then again in isolation.
3. Have the student repeat the word while looking at it.
4. Ask the student to make up a sentence using the word.
5. Have the student look at the word again and identify it orally.
6. Tell him or her to write it from memory and then check it against your model on the chalkboard or the oaktag card. If it is incorrect, begin at step two again. If correct, do step seven.
7. Have him or her record the word in his or her collection book or on a small oaktag card (one inch by two inches) and deposit it in his or her word bank.If the word has "variations" (inflected forms) and the student has enough reading background, do the next step.
8. Write the other forms of the word just taught on the chalkboard or on oaktag cards. If there is an internal spelling change in a word (with the exception of words ending in "y" which is changed to an "i" when a suffix beginning with a vowel is added) that inflected form or variation is listed separately on the word list and would not be dealt with now. For example, after teaching the headword "fight," the student would be asked to read "fighting" and "fights" but not "fought."
9. Have the student read the variations aloud and point out how they differ from the original word presented.

Teachers are cautioned not to work on too many new words at a time. Four words would be an adequate amount for most students. New words should be interspersed with known words when reinforcing the new learning.

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FIRST 300 INSTANT WORDS

		Variations
1.	the	
2.	of	
3.	and	
4.	a	
5.	to	
6.	in	
7.	is	
8.	you	
9.	that	
10.	it	
11.	he	
12.	was	
13.	for	
14.	on	
15.	are	
16.	as	
17.	with	
18.	his	
19.	they	
20.	I	
21.	at	
22.	be	
23.	this	
24.	have	(having)
25.	from	
26.	or	
27.	one	(-s)
28.	had	
29.	by	
30.	words	(word, worded, wording)
31.	but	
32.	not	
33.	what	
34.	all	
35.	were	
36.	we	
37.	when	
38.	your	(-s)
39.	can	(-ned,-ning,-s)
40.	said	
41.	there	
42.	use	(-d, -s, using)
43.	an	
44.	each	
45.	which	
46.	she	
47.	do	(-ing)
48.	how	
49.	their	
50.	if	(-s)
51.	will	(-ed, -ing, -s)
52.	up	(-s)
53.	other	(-s)
54.	about	
55.	out	(-s)
56.	many	
57.	then	
58.	them	
59.	these	
60.	so	
61.	some	
62.	her	(-s)
63.	would	
64.	make	(-s, making, makings)
65.	like	(-d, -ly, -s, liking)
66.	him	
67.	into	
68.	time	(-s)
69.	has	
70.	look	(-ed, -ing, -s)
71.	two	(-s)
72.	more	
73.	write	(-s, writing)
74.	go	(-es, -ing, ings)
75.	see	(-ing, -s)
76.	number	(-ed, -ing, -s)
77.	no	(-s)
78.	way	(-s)
79.	could	
80.	people	(-d, -s)
81.	my	
82.	than	
83.	first	(-s)
84.	water	(-ed, -ing, -s)
85.	been	
86.	called	(call, callable, calling, calls)
87.	who	
88.	oil	(-ed, ing, -s)
89.	its	
90.	now	
91.	find	(-ing, -s)
92.	long	(-er, -est)
93.	down	(-ed, -s)

94. day (-s)
95. did
96. get (-s, -ting)
97. come (-s, coming, comings)
98. made
99. may
100. part (-ed, -ing, -ly, -s)
101. over
102. new (-er, -est, -ly, -s)
103. sound (-ed, -er, -ers, -ing, -ly, -s)
104. take (-n, -s, taking)
105. only
106. little (-st)
107. work (-ed, -ing, -s)
108. know (-ing, -s)
109. place (-d, -s, placing)
110. years (year)
111. live (-d, -s, living)
112. me
113. back (-ed, -ing,-s)
114. give (-n, -r, -s, giving)
115. most (-ly)
116. very
117. after
118. things (thing)
119. our (-s)
120. just (-ly)
121. name (-d, -s, naming)
122. good (-ly, -s)
123. sentence (-d, -s)
124. man (-ned)
125. think (-er, -ers, ing, -s)
126. say (-ing, -ings, -s)
127. great (per, -est, -ly)
128. where
129. help (-ed,-er,-ers,-ings,-s)
130. through
131. much
132. before
133. line
134. right (-ness, -s)
135. too
136. means (mean, meanest, meaning, meanings, meanly, meanness)
137. old (-er, est)
138. any
139. same
140. tell (-ing, -s)
141. boy (-s)
142. following (follow, followed, follows)
143. came
144. want (-ed, -ing,-s)
145. show (-ed, -ing, -s)
146. also
147. around
148. form (-ed, -ing,-s)
149. three (-s)
150. small (-er, est, -ish)
151. set (-s)
152. put (-s, -ting)
153. end (-ed, -ing, -ings, -s)
154. does
155. another
156. well (-s)
157. large (-ly, -r, -st)
158. must
159. big (-ger, -gest, -ness)
160. even
161. such
162. because
163. turned (turn, turning, turns)
164. here
165. why (-s)
166. asked (ask, asking, asks)
167. went
168. men
169. read (-ing, -ings, -s)
170. need (-ed, -ing, -s)
171. land (-ed, -ing, -ings, -s)
172. different (-ly)
173. home (-less, -s)
174. us
175. move (-d, -s, moving)
176. try (tried, triis, -ing)
177. kind (-er, -est, -ly, -s)
178. hand (-ed, -ing, -s)
179. picture (-d, -s, picturing)
180. again
181. change (-able,-d,-s,changing)
182. off
183. play (-ed, -ing, -s)
184. spell (-ed,-ing,-ings,-s)
185. air (-ed, -ing, -s)
186. away
187. animals (animal)
188. house (-d, -s, housing)
189. point (-ed, -ing, -s)
190. page (-s)

191. letters (letter, lettered)
192. mother (-s)
193. answer (-ed, -ing, -s)
194. found (-ed, -ing)
195. study (studied, studies, -ing)
196. still (-ed, -est, ness)
197. learn (-ed, -ing, -ings, -s)
198. should
199. American (America, -s)
200. world (-s)
201. high (-er, -est, -ly, -s)
202. every
203. near (-ed, -er, -est, -ingly, -ly, -ness, -s)
204. add (-ed, -ing, -s)
205. food (-s)
206. between
207. own (-ed, -ing, -s)
208. below
209. country (countries)
210. plants (plant, planted, planting, plantings)
211. last (-ed, -ing, -s)
212. school (-ing, -s)
213. father (-s)
214. keep (-ing, -s)
215. trees (tree, treed, treeless)
216. never
217. started (start, starting, starts)
218. city (cities)
219. earth (-s)
220. eyes (eye, eyed, eyeing)
221. light (-ed,-er,-est,ing,-s)
222. thought (-s)
223. head (-ed, -ers, -less, -s)
224. under
225. story (stories)
226. saw (-ed, -ing, -s)
227. left
228. don't (-s)
229. few (-er, -est)
230. while
231. along
232. might
233. close (-d, -ness, -r, -s, -st, closing, closings)
234. something
235. seemed (seem, seems)
236. next
237. hard (-er, -est, -ly)
238. open (-ed, -ing, -ings)
239. example (-s)
240. beginning (begin, -s, begins)
241. life
242. always
243. those
244. both
245. paper (-ed, -s)
246. together (-ness)
247. got
248. group (-ed, -ing, -ings, -s)
249. often (-er)
250. run (-ning, -s)
251. important (-ly)
252. until
253. children
254. side (-d)
255. feet
256. car (-s)
257. miles (mile)
258. night (-s)
259. walked (walk, walker, walkers, walking, walks)
260. white (-d,-ness,-r,-s,-st)
261. sea (-s)
262. began
263. grow (-ing, -s)
264. took
265. river (-s)
266. four (-s)
267. carry (carried, carries, -ing)
268. state (-d, -s, stating)
269. once
270. book (-s)
271. hear (-ing, -s)
272. stop (-ped, -ping, -s)
273. without
274. second (-ed, -s)
275. later (late, latest)
276. miss (-ed, -es, -ing)
277. idea (-s)
278. enough
279. eat (-en, -er, -ers, -ing)
280. face (-d,-s,facing,facings)
281. watch (-ed,-er,-ers,-es,-ing)
282. far
283. Indians (Indian)
284. really (real)
285. almost

286.	let	(-s, -ing)
287.	above	
288.	girl	(-s)
289.	sometimes	
290.	mountains	(mountain)
291.	cut	(-s, -ting, -tings)
292.	young	(-er, -est)
293.	talk	(-ed, -ing, -s)
294.	soon	(-er)
295.	list	(-ed, -ing, -s)
296.	song	(-s)
297.	being	(-s)
298.	leave	(-s, leaving)
299.	family	(families)
300.	it's	

For a complete list of the 3000 Instant Words, see 3000 Instant Words by Elizabeth Sakiety and Edward Fry, Dreir Educational Systems, 25 South Fifth Avenue, Highland Park, NJ 08904

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